# REPORT RESUMES

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② MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 13TH PROGRESS REPORT.

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INDIVIDUALLY DESIGNED BASIC EDUCATION PROGRAMS EMPHASIZING PROGRAMED INSTRUCTION TO PROVIDE MOTIVATION THROUGH CONTINUOUS FEEDBACK COMPLEMENT THE VOCATIONAL TRAINING GIVEN EACH INMATE PARTICIPATING IN THE DEMONSTRATION PROJECT AT THE DRAPER CORRECTIONAL CENTER. A REMEDIAL READING PROGRAM FOR ALL TRAINEES SCORING BELOW 7TH GRADE INCLUDES PHONICS TRAINING AND A READING IMPROVEMENT PROGRAM OF 40 LESSONS IN WHICH LECTURE-ARTICLES, TACHISTOSCOPIC EXERCISES (THE PERCEPTOSCOPE), AND CONTROLLED PRACTICE ARTICLES WITH COMPREHENSION TESTS ARE USED. A PROGRAM OF ACADEMIC GAMES WHICH CAN PROVIDE ADDITIONAL MOTIVATION AND OPPORTUNITIES FOR INTELLECTUAL GROUP INTERACTION IS PLANNED. IN A CONTROLLED EXPERIMENT, FOUR GAMES--EQUATIONS, ON SETS, DEMOCRACY, AND PROPAGANDA--WILL BE USED IN VARYING COMBINATIONS WITH OTHER TEACHING METHODS BY SIX GROUPS OF STUDENTS WHOSE ACHIEVEMENTS WILL BE TESTED AND COMPARED. EACH GAME TEACHES ONE SUBJECT AND IS SO STRUCTURED THAT IN ORDER TO WIN A PLAYER MUST BE ABLE TO COMMUNICATE HIS KNOWLEDGE TO OTHER PLAYERS. ASPECTS OF THE PROJECT REVIEWED IN THIS REPORT INCLUDE CONTINGENCY MANAGEMENT STUDIES, MATERIALS DEVELOPMENT, FOLLOW-UP CASE HISTORIES, COMMUNITY SPONSOR PROGRAM, INSERVICE TRAINING, READING PROGRAM EVALUATION, MATERIALS AND READING RESOURCES, TRAINING CONFERENCES, AND THE STUDY OF RECIDIVISTS. (AJ)

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Rehabilitation Research Foundation

Draper Correctional Center

# MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT

for

# TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-67-36

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
U. S. DEPARTMENT OF LABOR

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## 13th PROGRESS REPORT

October 15 - December 15, 1967

1506

P. O. Box 1107

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AC001465

# Preface

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

U. S. DEPARTMENT OF LABOR
OFFICE OF MANPOWER POLICY,
EVALUATION AND RESEARCH
CONTRACT NO. 82-01-67-36

U. S. DEPARTMENT OF HEALTH,
EDUCATION AND WELFARE
DIVISION OF VOCATIONAL EDUCATION
TRAINING AGREEMENT, ALA(M)7005

Attention: Division of SPECIAL PROGRAMS

October 15, 1966 - December 15, 1966

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# INTRODUCTION

This Progress Report features the needs, problems, and techniques of the basic education program of our project. We have incorporated detailed accounts of procedures used to assess educational deficiencies and to prescribe a remedial program for each student.

More specifically, we find, as have others, that there is a need in our basic education program for teaching materials especially designed for disadvantaged adults. Such materials and the methods for their use must take into account extreme individual and intra-individual differences in educational ability and achievement. For example, in a sample of 20-year-old prisoners at Draper Correctional Center, the range of educational levels was found to be from 0.0 to 12.0 grades; the average achievement was approximately the sixth grade.

The average score, however, is not an accurate description of a student's specific proficiencies, because each man has a unique "scatter pattern" as revealed by an analysis of achievement subtest scores. One person, for example, may score two or three grades higher in reading vocabulary than in spelling. This fact makes mandatory the prescription of a completely individualized curriculum.

We have determined that reading is the area in which most of our students are most deficient. This handicap affects all areas of their training. Thus, our immediate task has been to raise the reading level as quickly as possible. (A section of this Progress Report relates specifically our efforts to accomplish this task.) After a student reaches a fifth grade reading level, he can be assigned programmed instructional texts. Steady progress can then be observed in all areas of academic and vocational training. Until he reaches this level, however, considerable individual instruction is required, almost on a tutorial basis. As a consequence of marked reading deficiency, the student can learn only through step-by-step demonstrations of the task that is to be performed. Although the student may in this manner learn to perform the shop task adequately, he still does not know the theory or "why" of his performance.

In summary, basic education skills are vital to vocational training. Without both skill and knowledge, our graduates have little chance of advancing beyond the entry level in the vocation for which they were trained.

# PROGRESS REPORT

October 15, 1966 - December 15, 1966

## EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

The purpose of this experimental-demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates and released graduates of the previous projects whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of vocational training time without sacrifice of quality or quantity is a project goal. In order to make this program beneficial to other prison systems and similar training programs for the disadvantaged, guidelines will be prepared for dissemination and utilization.

The specific features of the program will seek to demonstrate the following:

1. Institutionalized offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.

2. Programmed materials can be prepared that will produce very efficient learning for the disadvantaged student.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.

4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.

5. Early screening and evaluation of potentially eligible candidates for training will allow those with marked basic education deficiencies to take academic subjects prior to their vocational training courses. As a result, they will be better prepared to learn more in their trade area.

6. Direct family counseling can effect an easier transition from the prison to the home and can also improve the community's acceptance of the parolee.

7. Male college students employed by the project can receive qualified field training in rehabilitation and will enter this professional field upon graduation from college.

8. Volunteers can be recruited from surrounding communities to assist in the personal-social prerelease program.

9. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

10. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluation data accumulated by the project in the pursuit of its goals.

11. Guidelines for cooperation and facilitation among prison authorities, separate paroling authorities, and other cooperating agencies can be disseminated to and utilized by groups who desire similar programs.

12. Information and procedures in planning, organizing, and implementing a vocational training program and a community follow-up program can be prepared to assist others in establishing similar programs for offenders or delinquents.

13. A recidivism study can uncover reasons an inmate graduate of the vocational training program is sent back to prison; and from this study, techniques can be developed that can reduce the recidivism potential of future graduates.

14. An evaluative analysis of each E&D feature can be made to determine the specific elements of success and failure.

## Administration

Twenty-one visitors from Hawaii arrived on November 15 to study the Draper Experimental Projects. The visitors were representatives of various state and local agencies who will cooperate in establishing, for the State of Hawaii, programs similar to those conducted at Draper by the Rehabilitation Research Foundation.

The five-day training conference began November 16 at a Montgomery motel with an orientation to the Draper experimental operations. Following a presentation on the historical and theoretical background of the Draper projects, participants traveled to Kilby Prison where they were greeted by A. F. Lee, Commissioner of Corrections. Mr. Lee then gave the visitors an overview of the Alabama prison system.

Proceeding from Kilby to Draper Correctional Center for a tour of that facility, the guests stopped for lunch in Wetumpka and heard J. F. Ingram, Director of the State Division of Vocational Education, speak on "Emerging Concepts for Institutional Education."

During the tour of Draper, the visitors observed the Experimental Academic Project (funded by the National Institute of Mental Health), the MDTA Vocational E&D Project, and the J. F. Ingram State Vocational School. The tour was concluded with a briefing by Draper's Warden John C. Watkins who discussed the impact of the experimental projects on Draper Correctional Center.

Panel discussions on the following topics were presented during the remainder of the conference:

The Role of Cooperating Agencies in the Operation of MDT Programs

Coleman B. Lawless, Jack Dennis, and Miriam McEachern
State Department of Industrial Relations

A. E. Houk, Charles Bilbro
State Division of Vocational Education, MDTA

Sam Cannaday, C. W. Wainwright, Austin McDonald
State Division of Vocational Rehabilitation

and

L. B. Stephens, Executive Secretary
State Board of Pardons and Paroles.

Highlighting the conference were addresses on "Understanding and Modifying prison contraculture," by John C. Watkins, Warden of Draper; "Dealing with the Problem Inmate Student," by Dr. C. J. Rosecrans, Clinical Psychologist, Birmingham, Alabama; and "Community Based Programs for the Offender," by Dr. Elvia Cooney, Stone Mountain, Georgia.

In addition to the key speakers, various staff members of the Draper programs lectured and led panel discussions on recruitment and selection of trainees; the development, use, and evaluation of programmed instruction for a disadvantaged population; the use of college students in an experimental program; and job placement and community follow-up activities.

Visitors were also entertained at a luncheon at the Frank Lee Youth Center where Judson Locke, Director, served as host and conducted a tour of that facility.

Agencies represented by visitors were as follow: The Division of Corrections, Department of Social Services; the Hawaii Youth Correctional Facility; Hawaii State Prison; Kulani Honor Camp; Juvenile Parole; Board of Paroles and Pardons; State Department of Education; and the Juvenile Delinquency and Youth Development Center.

An exchange of visits and correspondence between the Draper projects and the University of Hawaii Juvenile Delinquency and Youth Development Center resulted in this first, formal training conference--the first in a series to be conducted under the dissemination and utilization phase of the Draper E&D Project. An evaluation of the conference is included in the Knowledge Dissemination and Utilization section of this report.

## Conferences, Tours, and Presentations

ATLANTA.....

Regional staff of the Office of Economic Opportunity in Atlanta reviewed our transitional house proposal, TARGET-O, on October 13 and 14. OEO was not in position to approve our budget as submitted and suggested a reduction in program cost. Rather than sacrifice certain qualitative features of the program, we decided to seek other sources of funding.

While in Atlanta for this review, Project and Program Directors, Dr. McKee and Mrs. Seay, visited several facilities to glean ideas for the transitional residence program. Among these were the new OEO building sponsored by Vocational Rehabilitation, the National Institute for Mental Health's $12,000,000 research center, and two halfway houses--one for male, the other for female mental patients. Those in charge of the halfway houses were found to have had problems parallel to the ones we face in establishing and operating a transitional house in the Montgomery area--particularly with regard to finding an acceptable location and getting the community to accept its existence.

MEMPHIS.....

Project Director John McKee attended the Ninth Annual Convention of the Tennessee Correctional Association, addressing the group on "Educational Developments in Correctional Institutions" on October 20.

WASHINGTON, D. C......

From Memphis, he went to Washington, D. C. to meet with the Joint Commission on Correctional Manpower and Training.

TUSCALOOSA.....

The Job Placement Follow-up Team, Walter Bamberg, Walter Spiro, and Jim Morrison, attended the Council on Crime and Delinquency in Tuscaloosa, Alabama, October 20 and 21.

Appearing on the program were Warden of Draper, John C. Watkins; Vocational Rehabilitation Counselor, Austin McDonald; Dr. Elvia Cooney, our consultant for the TARGET-O Proposal; M. T. Duncan, Director, and Fred Powell, Business Manager, of the J. F. Ingram State Trade School at Draper.

MOBILE.....

Project Director John McKee and Program Director Donna Seay consulted with new staff members of the MACTAD (MDTA) Project for the hardcore disadvantaged in Mobile on October 26.

Mrs. Seay presented a revised edition of her paper, "A Teacher's Role with the Disadvantaged," which was prepared last spring for presentation to the staff of a Birmingham Special Youth Project under MDTA and published in the 9th Progress Report.

A third edition, revised, "The Roles of the Teacher for the Effective Use of Programmed Instruction in a Correctional Setting," was prepared for presentation at a Chicago Workshop on P. I. and has been published as a monograph.

While in Mobile, Dr. McKee and Mrs. Seay met with Dr. William Simpson, Director of the Mobile Mental Health Center, as a follow-up to Dr. Simpson's visit to Draper the previous week. They discussed an outreach program for the city of Mobile's youthful offenders.

MONTGOMERY.....

Project Director John McKee addressed a meeting of the Alabama Guidance Association at the Whitley Hotel, Montgomery, Alabama, on November 11. A group of over 300 college deans and counselors, as well as elementary, junior high, high school, and junior college counselors, heard Dr. McKee's presentation on "The Role of Counseling and Guidance in the Draper E&D Projects." The outline for this presentation is being developed into a paper which will be published shortly after its presentation at the P.A.C.E. (Prisoners Aid by Citizens' Effort) Conference in Indianapolis, Indiana, January 27-28.

CHICAGO.....

On November 12, Dr. McKee and Mrs. Seay conducted a workshop on programmed instruction for the 15th Annual Correctional Education Association. (Refer to outline in Appendix A.) On November 13, Mrs. Seay consulted with the Warden of Cook County Jail about setting up an educational demonstration project using certain techniques developed at Draper.

ATLANTA.....Biltmore Hotel

Project Director John McKee served as group discussion leader for Florida and Alabama groups at the Institute on Meeting Manpower Needs for Correctional Rehabilitation in the South held November 14, 15, and 16. The Institute was sponsored by the Southern Regional Education Board and the Joint Commission on Correctional Manpower and Training and was supported by Vocational Rehabilitation Administration Grant No. 621-T-66 and Office of Law Enforcement Assistance Grant No. 62.

DENVER.....

Both the Project Director and Program Director presented papers at the Sixtieth Annual Convention of the American Vocational Association on December 6. Dr. McKee's paper, "Adult Basic Education for the Disadvantaged: Procedures Used to Raise the Basic Educational Level," is included in the Remedial (Basic Education) Section of this report. Mrs. Seay's paper, "Adult Basic Education for the Disadvantaged: Desirable Methods and Training Aids," was included in the 12th Progress Report.

During the AVA Convention, Donna Seay was elected president of the Manpower Training Association which was organized during the convention as an affiliated association of AVA. The new association is expected to play a vital part in national policies for manpower training since it was organized to provide an opportunity for the professional growth of its membership and for their wider participation in promoting, developing, and supporting manpower training programs for interested and qualified youth and adults.

Conference with Staff.....

During the week of December 12-15, various staff members met with Robert Allen and Larry Liss of the Nova Academic Games Project, Ft. Lauderdale, Florida, to plan the preliminary design of an experiment in the use of academic games in prisoner rehabilitation. After setting up the preliminary design, Messrs. Allen and Liss introduced the games to Draper staff members and instructed them in their proper use. The preliminary design of the experiment is included in Appendix B.

Draper Project Graduates 58 Trainees on November 23.....

The Reverend E. McKinley Weaver, of Covenant Presbyterian Church in Montgomery, addressed the project's fourth graduating class. Fifty-eight young offenders received certificates for having completed training in one of seven vocational trades. A choral group comprised of Millbrook community members presented music for the ceremony. The graduates, their families, and guests were honored at a reception for which Foremost Dairies, Big Bear Stores, A & P Food Stores, Colonial Baking Company, Frito-Lay, Inc., and Lance, Inc., all of Montgomery, provided refreshments. The refreshments were prepared by the Draper kitchen staff and members of the E&D project staff. Table linen and flowers were contributed by Capital Linen Supply, D. W. Williams Gulf Station, and Jean's Creations, also of Montgomery.

This graduating class had an average overall achievement level increase of 1.3 grades. A 12 month Radio-TV Repair student made the highest individual grade gain of 2.6. The second highest gain, 2.5, was made by a six-month Welding student. Seventeen of the graduates qualified for the General Educational Development Test, and 16 were successful in gaining a high school equivalency certificate. Thirty-five E&D graduates have now passed the GED test.

Heavy Schedule Calls For Doubling Duties.....

During this reporting period, which was the busiest one thus far encountered, all staff members worked at their maximum capacity, frequently substituting for each other in order to accomplish the following activities:

Carry out the ongoing training program

Recruit, counsel, test, orient and select applicants for new courses

Prepare written material, visual aids, etc., for and participate in training conference for Hawaiian visitors

Field test programmed lessons in several trade schools

Conduct conferences, tours, presentations, and in-service training sessions both on the site and about the country

Plan for and participate in Management by Objectives Program which included in-service training

Interview applicants for vacant staff positions

Administer GED tests for eligible trainees before graduation

Plan for and conduct graduation exercises and reception

Implement an Academic Games Seminar

Conduct follow-up visits and submit Forms MT103a to Employment Service

Set up committees to plan for the following:

    Recidivist Study
    Student Orientation

Community Sponsorship Program Brochure
Rehabilitation Research Foundation Brochure and Symbol
Basic Education Workshops
Academic Games Seminar
Revised Monetary Reward System

Staff Changes and Staffing.....

Jim Morrison, who worked with the Draper project as follow-up counselor for one year, resigned this position to return to his former job as Parole Supervisor for the Montgomery area. With regret, we accepted his resignation effective November 30. Fortunately, he will continue to work in an area to which many project graduates return. His support and understanding will be of great value to these releasees. Interviews are now being conducted for a new follow-up counselor.

Although we have received a number of applications for the position of Public Information Specialist (Writer), this position remains unfilled. Those who are qualified are reluctant to forego the security of their present jobs for another job which terminates in February 1968. We are continuing interviews, however, for we are in desperate need of a writer for the dissemination and utilization phase.

Due to placement problems, (see last report) our new contract deleted the 12-month Technical Writing Course in favor of a 12 month Sign Painting and Printing course. The Electrical Appliance course has been modified to include refrigeration and air conditioning maintenance. This change was dictated by job skills required by most prospective employers. Subsequently, we found it necessary to extend the training time for this course to 12 months.

Formerly, inmates with the highest education achievement levels (8th grade and above) were selected for the 12-month courses, Technical Writing and

Radio-TV Repair. Since the Technical Writing course was discontinued, the problem of recruiting trainees with sufficient achievement levels was limited primarily to the Radio-TV Repair course. After realizing that we would not be able to fill this course, we stopped interviewing applicants for the Radio-TV instructor position. This position had been left vacant at the expiration of last year's contract.

Several staff changes occurred as a result of changes in courses to be offered during the next year. One of the MDU artists, Ben Harigel, was qualified to serve as instructor for the Sign Painting and Printing course and was changed to that position on December 1. Jack Parsons was moved from the Technical Writing Instructor position to Remedial Instructor, the position in which he served when he first joined the project staff.

In-Service Training.....

With the addition of new staff, it became apparent that organizational structure needed changing for better operation of the program. For example, more than 15 people were reporting directly to the Program Director. Furthermore, we found that we were not taking full advantage of the supervisory talent of various staff members. Therefore, the Project Director and Program Director asked the Public Information Coordinator, a specialist in management and training, to devise a plan whereby the organization might function more efficiently. Administrative responsibilities were distributed to those staff members who had demonstrated management ability during the past. Recommendations were made for in-service training programs to develop staff in order that they may be better equipped to improve the total program for the trainees. Fred Phillips, the Public Information Coordinator, studied a number of reorganizational approaches and finally recommended the "Management by Objectives Program." He felt its team approach to participative management was essential to an experimental-demonstration program of this nature. Further, it would allow us to fit in-service training precisely to the needs of each staff member.

A film was scheduled to prepare staff for a new look at themselves and their interaction with each other. A review of the film, "The Eye of the Beholder," is included in Appendix C. Mr. Phillips then drew up an organizational chart that was approved by the Project and Program Directors, and reviewed with staff prior to the beginning of new courses. (Refer to Appendix C for the chart as finally approved.)

After outlining overall objectives for the Rehabilitation Research Foundation, plans were made for the supervisory staff to work with their respective groups in establishing objectives for each component of the E&D projects. During the next reporting period, all staff members will be asked to take a test of management philosophy and behavior to determine through a grid analysis the type of management techniques they now use. The results of each staff member's grid will serve as the springboard for planning his growth and development. Whenever appropriate, staff members will be provided in-service training on both a group and an individual basis.

Another film, "The Real Security," which deals with adaptability to change and innovation has been scheduled for group training during the next reporting period.

## Recruiting

We were unable to fill the quota of 15 trainees per course required under our new contract. Several factors, including the potential release dates of candidates, contributed to our lack of success. Draper's population which ordinarily fluctuates between 600 and 650 is now down to 572. This decrease may be a result of an apparent trend of Alabama courts to place more and more offenders on probation as an alternative to imprisonment. Others of the population spend time away at trials on charges other than those for which they are now serving sentences. It is becoming increasingly difficult to meet the manpower demands for prison industries and to meet the requirements for students of the NIMH Experimental project, the MDI project, and the J. F. Ingram State Trade School with its basic education component. The men are just not available.

Our new contract specifically states that we enroll a full quota of 15 students per class, i.e., 165 total enrollment for the year. Only two of the vocational courses reached the quota of 15 students. We were not sure, when reporting the actual enrollment for the remaining classes, that our HEW and Labor contracts would allow the classes to continue. In fact, we had to cancel the Radio-Television Repair course because of an insufficient number of applicants.

We actually enrolled 79 students on December 5 and our present plans are to begin the Basic Education course in January with about half of the quota of 60 students. The plan permits us to add students until April 14, 1967, 10 weeks prior to the beginning of the next six-month vocational courses, and the Warden has agreed to add students to this class as they become available. Socioeconomic data on current trainees are included in Appendix D.

## Job Orientation[1]

Job orientation for current trainees was scheduled to be held prior to the graduation of the last group of trainees and required considerable shifting of plans on the part of the staff to manage both trainees and applicants for courses to begin December 5. Both facilities and schedules were crowded, but we found we were able to cover the material we feel is desirable for inmates to receive before entering training. However, students did not receive an orientation to the overall project. Normally this orientation is given by the Supplementary Instructor during the job orientation period. However, he was scheduled at this time to be on the training conference program for the Hawaiian visitors.

Plans are now under way for a Student Orientation Packet which will serve two primary purposes:

(1) To get students to take full advantage of the program by making known to them precisely what services are available and the procedure for obtaining such services, as well as by describing to them what is expected of them as trainees in the MDT project.

(2) To groom students for the important part each will assume when interviewed by visitors who seek information concerning the entire experimental operations at Draper.

The student orientation will be programmed, using various techniques of presentation, such as slides, tape recordings, lectures, role-playing, etc. A pretest is being designed and will be tried out first with present staff members, then with trainees. Adaptations of this packet will serve other functions, such as giving visitors an overview of the program before they go on tour and training new staff members as quickly as possible to be conversant with the project and its objectives.

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[1] "Job Orientation" is a new term for what we formerly called "Prevocational Training"--the students' orientation to all trades, advantages and disadvantages of working in that trade, earning power, etc., before making a final decision as to which trade they wish to enroll in.

## Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation, in cooperation with the Board of Corrections. The program is approved by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases is the responsibility of the Program Director.

### Program Purposes and Objectives

A primary purpose of this program is to adapt to traditional vocational training certain recently developed but proven teaching techniques which are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available. Materials are also being developed for teaching personal-social skills. These programs are designed to individualize training for the target population. Our further purpose is to develop the necessary guides that will make such materials and their proper use feasible for both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follow:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project under our new contract are as follow: Combination Welding, Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Sign Writer, Hand. Former courses Technical Writing and Radio-Television Repair were cancelled for reasons previously stated.
2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds:
   a. Programs that serve as adjuncts to existing training materials making these materials easier for the student to understand.
   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of a training job.
3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole.
4. To make available to correctional and public educational institutions both the training materials and the procedures for their use.

The MDTA codes, occupational titles, DOT codes, length of training and the number of trainees for each course are shown in the table below:

| CODE | TRAINING AREA | DOT | LENGTH OF TRAINING | NUMBER OF TRAINEES |
|---|---|---|---|---|
| Ala-(M)7005-001 | Basic Education | --- | 20 weeks | Scheduled to begin Jan. 30 |
| Ala-(M)7005-002 | Electric Appliance Repairman | 723.381 | 52 weeks | 13 |
| Ala-(M)7005-003 | Cancelled-formerly Radio-TV Repair | --- | | |
| Ala-(M)7005-004 | Automobile Service Sta. Mech-Attendant | 620.381 | 26 weeks | 13 |
| Ala-(M)7005-005 | Barber | 330.371 | 26 weeks | 11 |
| Ala-(M)7005-006 | Sign Writer, Hand | 970.081 | 52 weeks | 12 |
| Ala-(M)7005-007 | Bricklayer | 861.381 | 26 weeks | 15 |
| Ala-(M)7005-008 | Combination Welder | 812.884 | 26 weeks | 15 |
| | | | Total | 79* |

*This is tentative total number of trainees. As soon as Basic Education begins, this number will change.

All courses except Basic Education began December 5, 1966. Six-month courses are projected to end June 2, 1967. Twelve-month courses are projected to end December 8, 1967. The Basic Education Course is scheduled to begin January 30, 1967, and run for a period of 20 weeks.

PROGRAMMED INSTRUCTION
★ INDIVIDUALIZED LESSON ★

SUPPLEMENTARY
EDUCATION

HOW TO
MAKE
$50,000

LESSON III
OF
LIVING SKILLS SERIES

*Developed Under*

M.D.T.A. *of* 1962
(P.L. 89 - 15)

DEPARTMENTS *of* LABOR
*and*
HEALTH, EDUCATION
AND WELFARE

## BASIC EDUCATION, Preparatory and Remedial

Note: The following information is an adaptation of Dr. McKee's paper, "Adult Basic Education for the Disadvantaged: Procedures Used to Raise the Basic Educational Level," which was presented at the Sixieth Annual Convention of the American Vocational Association, Denver, Colorado, December 6, 1966.

We here are all users of educational technology, and we are searching for the best ways to employ this resource in a special area--basic education--a critical requirement for the person who would be an economically self-sufficient citizen. For the many vocations require, for their mastery, proficiency in language arts and arithmetic. Basic education also permits greater flexibility for rapid training in the vocations. This flexibility will be demanded even more in the future, because the increasing complexity of our economy means the average person will be required to learn at least three different vocational skills during his lifetime.

### Setting the Goals of Basic Education

I work with a disadvantaged population in a state prison (Draper Correctional Center) for young adult prisoners, and one of the first considerations, I learned, in motivating them to acquire academic skills is to aid them in establishing reasonable and attainable education goals. Sometimes it is obvious what the goal should be: If the student is illiterate he will first learn to read and write. For the learner who has achieved a 9th grade education, studying toward a GED certificate for high school equivalency is appropriate--and motivating for him, too. But all adults should, through a counseling effort, be guided to accept the fact that more education will be of great value in learning a trade, advancing on the job, and earning more money. To aid in preventing high school dropouts, our MDTA project has developed a short, but effective, lesson entitled, "How to Make $50,000,"--the $50,000 being the difference in lifetime earning power of a graduate and a dropout.

## Steps in Assessing Deficiencies

After a meaningful basic education goal has been accepted by the learner, his specific deficiencies must be established. The definition of deficiency is presented by the following formula: M - I = D, where M is mastery of the skill, I is the initial or entry skill of the learner, and D is the difference or deficiency.

M in this formula is the level of competence desired. This level is determined through a task analysis of the basic education requirements of a particular occupation. A person who aspires to be a bricklayer, for example, must attain those verbal and arithmetic skills which will enable him to comprehend related reading materials and to make certain computations.

D can be thought of as the deficiencies that a learner brings into the basic education program. It is our job to operate on these deficiencies, to close the gap between entry skills and mastery skills.

I in this formula is found by administering one or more achievement tests. When the results of these tests are analyzed, almost invariably subtest scores will register what is called a "scatter pattern," reflecting intra-individual differences.

# FORMULA FOR ASSESSING KNOWLEDGE OR SKILL DEFICIENCIES

$$M - I = D$$

M = **Mastery or Desired Level of Performance**

I = **Initial or Entry Skill of Learner**

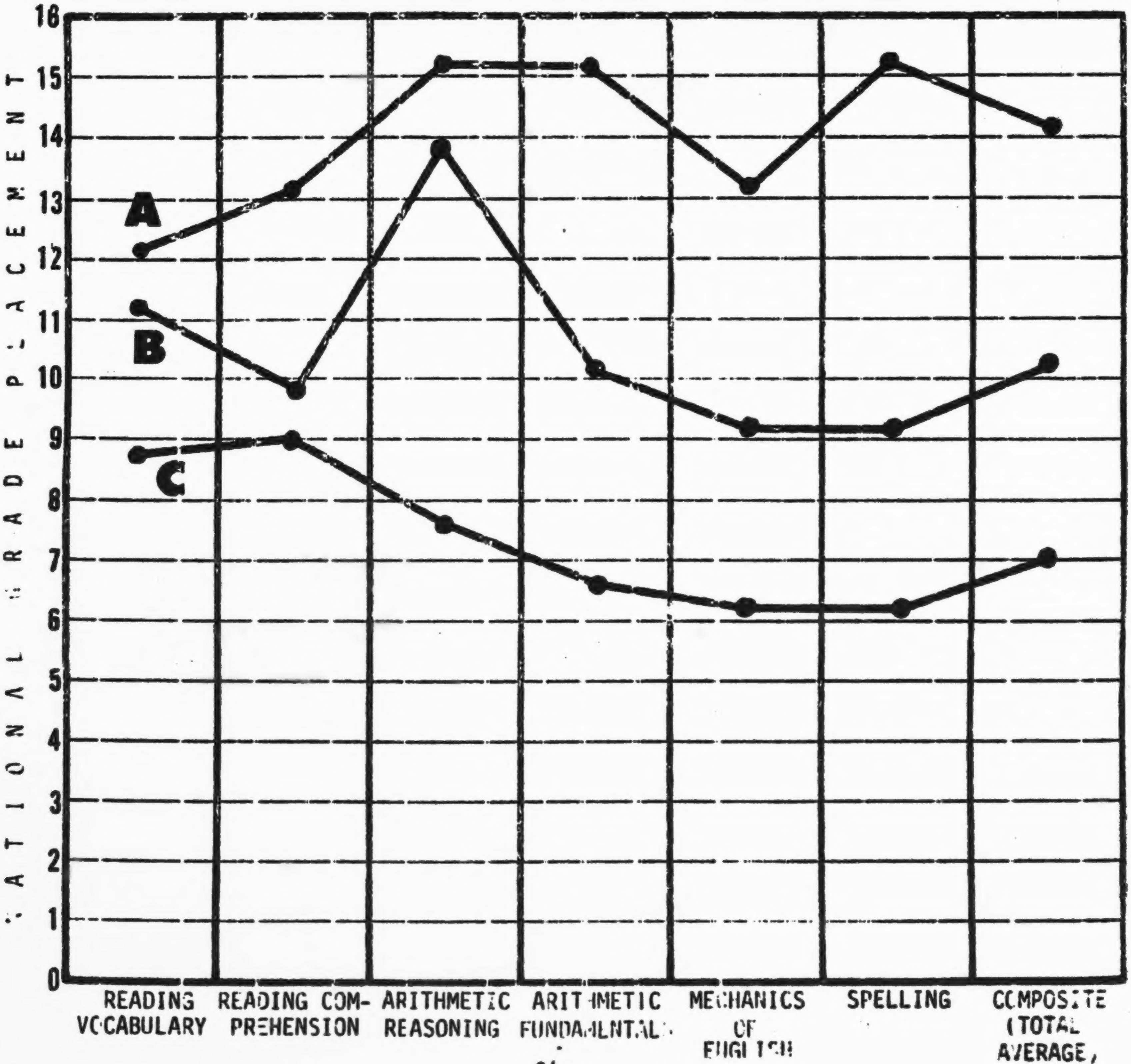
D = **Difference or Deficiency**

For an example of subtest scatter patterns on inmate MDTA students who were administered the California Achievement Test at Draper Correctional Center, refer to Exhibit A.

## EXHIBIT A

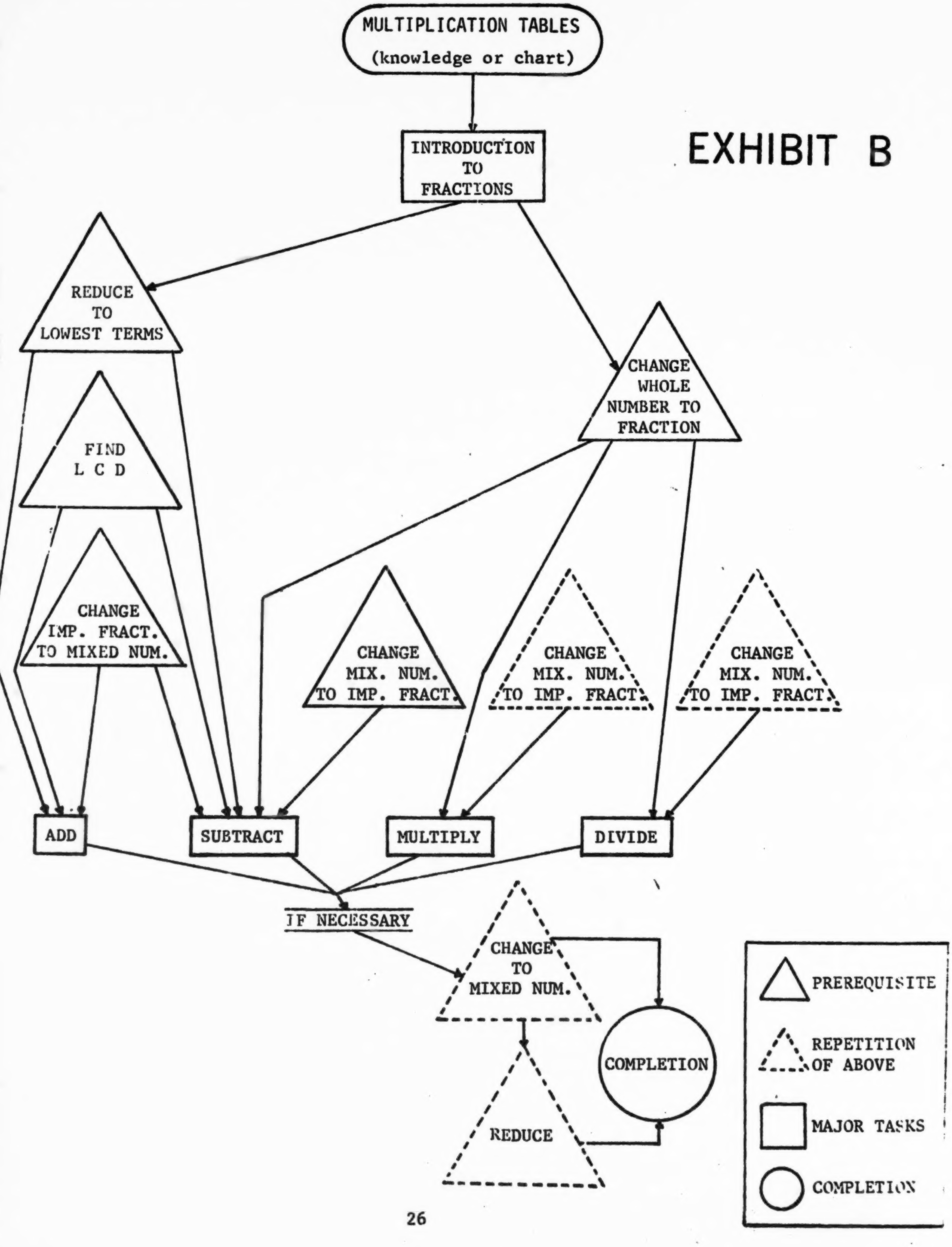
# THREE TEST PROFILES

## CALIFORNIA ACHIEVEMENT TEST



But here you have only a general accounting of achievement in, say, math or language arts. Now, it is important that a bricklayer know how to work common fractions, and your job is to discover exactly what he does or doesn't know about fractions. Obviously, a refined assessment is called for. We are giving considerable attention to refined diagnosis at Draper, and I am prepared to show you how we go about it. We have analyzed, for example, 8 different general operations required to master fractions (refer to Exhibit B) and have developed a diagnostic test to give us an account of specific deficiencies in each area of fractions.

EXHIBIT B


MULTIPLICATION TABLES
(knowledge or chart)
INTRODUCTION TO FRACTIONS
REDUCE TO LOWEST TERMS
CHANGE WHOLE NUMBER TO FRACTION
FIND L C D
CHANGE IMP. FRACT. TO MIXED NUM.
CHANGE MIX. NUM. TO IMP. FRACT.
CHANGE MIX. NUM. TO IMP. FRACT.
CHANGE MIX. NUM. TO IMP. FRACT.
ADD
SUBTRACT
MULTIPLY
DIVIDE
IF NECESSARY
CHANGE TO MIXED NUM.
REDUCE
COMPLETION
PREREQUISITE
REPETITION OF ABOVE
MAJOR TASKS
COMPLETION

## Prescribing a Remedial Program

Just as assessing basic educational deficiencies is an individualized process, prescribing remedial work is also a "tailor's task." The learner should not, for example, be assigned already known material. An unrefined prescription of this type elicits boredom and wastes precious time of the learner.

But most important is selecting material specifically related to vocational need. The basic educational requirements of a specific trade should be ascertained, of course, through a task analysis. Once I attended a meeting where trade union leaders of bricklayers and plumbers were present. They felt it very essential that workers in their trade should have high school diplomas. The two leaders had them, to be sure, and they were certain that all the skills they mastered in high school were very desirable for their trade and should be required. It was obvious they were substituting educational presitge and status for actual job requirements.

Now, let us return to our task of teaching fractions to a bricklayer. After the individual's deficiencies have been assessed, we prescribe a remedial program for him which we call a "Fractions Laboratory." As stated earlier, we have developed, for this purpose, short programs for the 8 different operations required for mastery. (Refer to Exhibit B.) Lessons are so programmed that the learner can complete each of them in 10 to 20 minutes, going from zero to 100 percent competency on unit tests that he can administer to himself. From this point he proceeds to a practice phase in which he is presented problems, expressed in words, that he will almost surely meet as a bricklayer--problems of measurement, problems in estimating brick, mortar and wall surfaces. Solving these realistic problems gives the bricklayer student an appreciation of his future job and the means of solving quickly and accurately problems involving fractions.

## Motivational Theory and Application

The constant theme running through this presentation--obvious or not--has been the motivation of the learner. Now, I want to treat this topic more directly. Incidentally, the more obvious motivational techniques will not be discussed here. Examples of these include supporting of the basic education program by the shop instructors, regarding students as adults and not children, showing interest in the learner, encouraging him frequently, and providing a variety of instructional techniques. Rather, I shall discuss the more technical aspects of motivational theory and suggest several applications.

First, let us define the term motivation. Simply, it is goal directed behavior--behavior that produces a desired outcome. The test of motivation, then, for the learner in basic education is productivity--as steady, as intensive, as consuming as possible.

Now, the behavior scientist tells us that motivation is a function of reinforcement; or, to state this principle in another way: The likelihood that a certain behavior will recur depends upon its consequences. Those consequences that strengthen the preceding behavior or response are called reinforcers. We employ many specific reinforcers in an attempt to maintain good learning behavior, such as statements of interest and encouragement designed to build up the confidence of the student, and frequent indications of progress, such as "passing" test scores. We try to relate basic education to the vocational goal to which he is committed, in order to provide a generalized reinforcer to maintain learning behavior.

But, just as there are positive reinforcers we try to put into effect, negative reinforcers are at work to extinguish motivation--embarrassment, slow progress, futility and disappointment, boredom, and dislike of the student role.

The task, consequently, of basic education specialists is to "accentuate the positive and eliminate the negative."

Accurate diagnosis of deficiencies and appropriate assignment of remedial work contribute to the motivation of the learner. The instructional methods also have important motivational value. We rely, for example, heavily on programmed instruction in our Draper projects because this technique has high reliability for insuring success. One of the reasons for success with P.I. is that the approach provides the learner excellent feedback of his progress--immediately and at every small step of the way. Feedback of progress, I should like to emphasize, whether through P.I., tests, or progress charts, is an essential motivational device.

Contingency management is a crucial bit of behavioral engineering derived from psychological science. Learning is contingent upon the immediate consequences that follow an act or response. And, as stated above, those consequences that are found to strengthen a response are called reinforcers. Since reinforcement is the primary source of motivation, it is extremely important to use or manage these reinforcers properly--thus "contingency management."

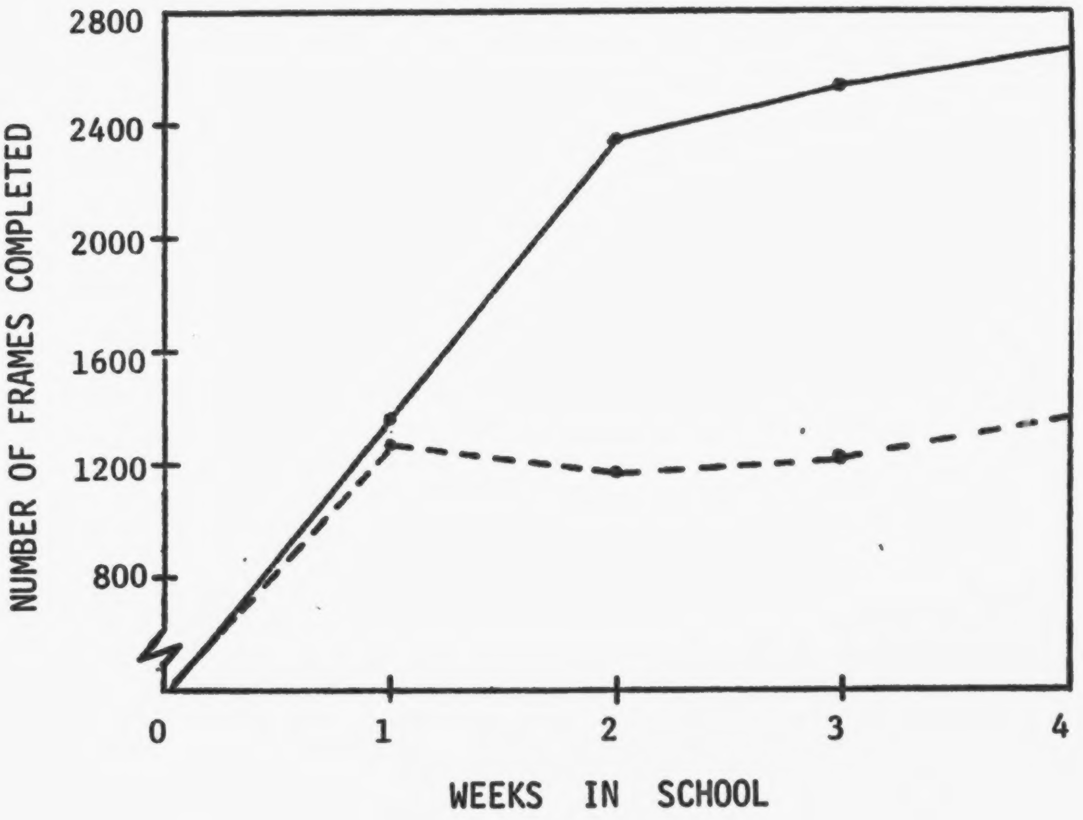
Contingency management is really nothing new. Good teachers have been using it for years--so have parents and everybody else. The wise parent tells Johnny that he can't look at TV until he does his homework. The wage earner has to work a week or two before he receives a reinforcing check for his labors. But sometimes we manage our contingencies in reverse fashion: We let Johnny see his favorite TV show, then beg, plead, argue or threaten him into doing his homework. While many of us do not apply contingency management in a systematic fashion, we may also be unrealistic in our choice of reinforcers. For example, we may try to introduce a reinforcer to Johnny that he hasn't asked for: "Johnny, if you do your homework now, I'll bake your favorite cake for dessert." How many times can this be done?

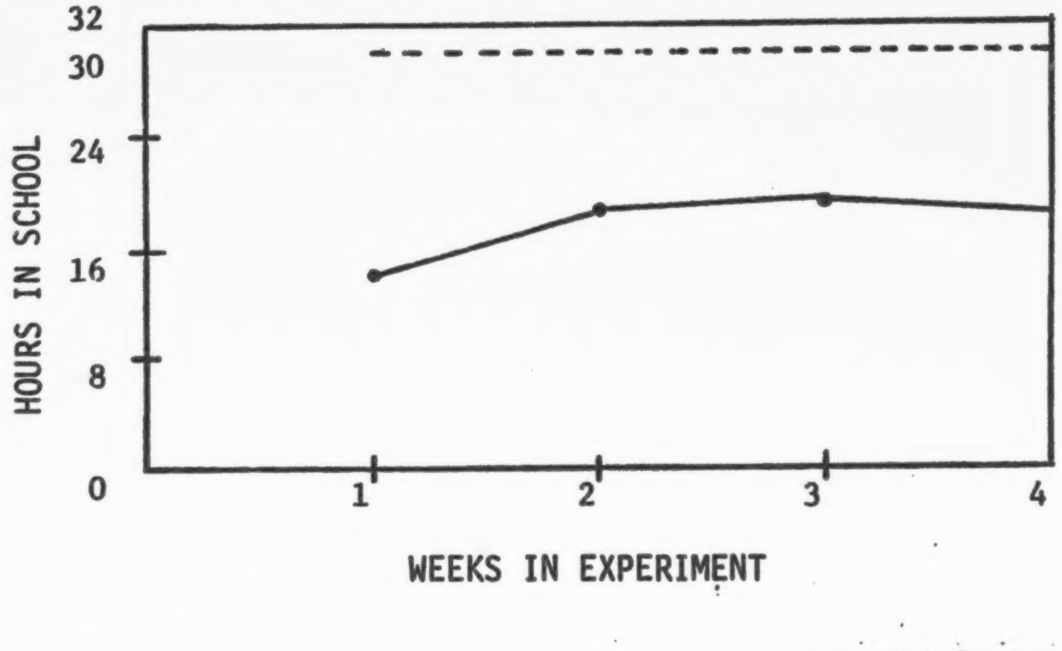
## An Experiment in Contingency Management

In one of our experimental projects at Draper, we are conducting a study in contingency management. Since we were interested in making a detailed behavioral analysis, we initially chose only two subjects. They were very low producers in basic education courses. The first step we took was to negotiate a "Contract of Performance" with them, which required, for the first week, 25% more frames of programmed instruction than they had previously produced. Each subsequent week, 25% more was required than was produced the previous week. This weekly contract was broken down into daily units. When each daily unit was completed, the subject was allowed to choose his own reinforcement, which we called a "reinforcing event." The event was permitted to be enjoyed for a limited time interval. The subject himself made up the list of things he enjoyed doing. This list was called a "Reinforcing Event Menu." Examples of items on the menu are as follows: a ten minute coffee break, looking out the window for ten minutes, a 15-minute counseling session, or an appointment with the Warden. For several weeks the contingency manager worked out the daily performance contract with the subjects; later, it was discovered the subjects could arrange terms of their own contract--and quite fairly.

Now, for the results (refer to Exhibits C & D): It can be seen from the first graph that the subjects had an initial baseline of 1270 frames per week of programmed materials. After four weeks, under contract, the subjects had completed nearly twice as many frames (2227) in half the time. The percentage of tests passed

# EXHIBIT C


COMPARISON OF PERFORMANCE DURING BASELINE AND CONTINGENCY MANAGEMENT PERIODS


COMPARISON BETWEEN HOURS IN SCHOOL, CONTINGENCY MANAGEMENT AND BASELINE PERIODS

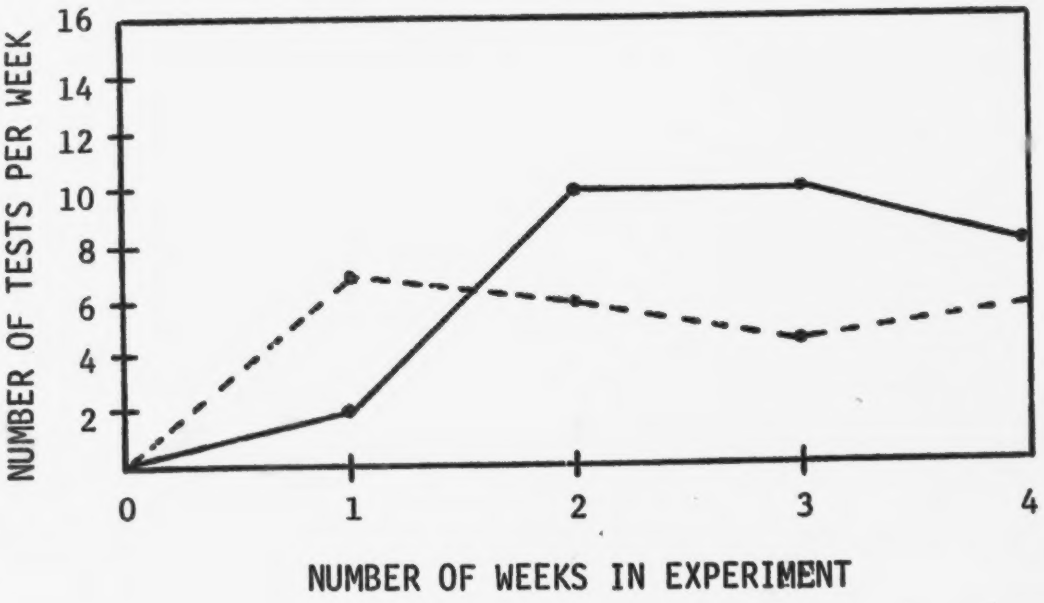
LEGEND

━━━ CONTINGENCY MANAGEMENT

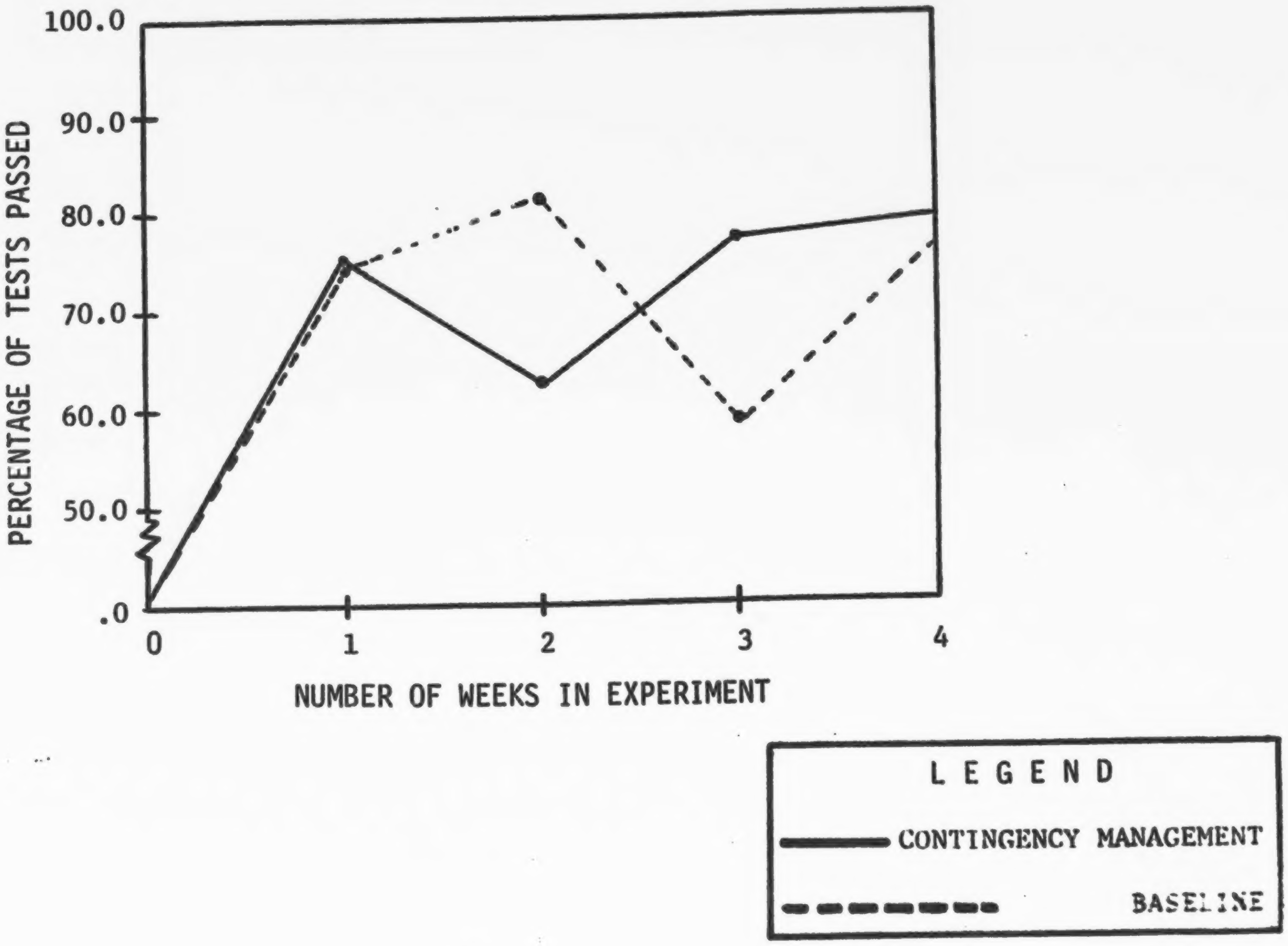
- - - - BASELINE

# EXHIBIT D

COMPARISON BETWEEN BASELINE AND CONTINGENCY MANAGEMENT
AVERAGE NUMBER OF TESTS TAKEN PER WEEK



COMPARISON BETWEEN BASELINE AND CONTINGENCY
MANAGEMENT ON PERCENTAGE OF TESTS PASSED



and failed (85% necessary to pass) by the subjects showed no marked change under contingency management; however, they took more tests.

A particular value of the written performance contract--at least for the offender--is that expectancies are spelled out in behavioral terms and agreed to by him. Seldom are expectancies so clearly expressed; more usually, they are urged upon him through very general expressions, such as "straighten up and fly right," or "keep your nose clean and stay out of trouble."

One possible application of contingency management in the basic education class itself would be that of requiring the learner to tackle the most difficult or least liked subject first, to be followed immediately by his working on his most liked subject. According to another theoretical principle of contingency management,[1] the latter task will, because of its positive reinforcing value, actually make more palatable the performance of the first task.

## Conclusion

In this paper I have briefly discussed several procedures for increasing the basic educational level of disadvantaged learners. I have particularly stressed the motivational value inherent in the process of individualizing instruction, such as tailoring a course of study to compensate for specific knowledge-skill deficiencies, and providing a feedback system of progress. However, I wish to reinforce one point above all others. The old adage, "Nothing succeeds like success," says it most simply. This is a commonsense reinforcement theory. And, today, modern educational technology provides us with the know-how to insure success in learning for virtually everybody. It is a wonderful time to be an educator!

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[1] Homme, L. E.; C. deBaca, P.; Devine, J. V.; Steinhorst, R.; & Rickert, E. J. "Use of the Premack Principle in Controlling the Behavior of Nursery School Children," Journal of the Experimental Analysis of Behavior, 1963, 6, 544.

# Improving the Reading Level of DISADVANTAGED ADULTS

W. Malon Graham, Instructor

Both the academic and vocational experimental projects at Draper have experimented with various reading improvement programs in order to overcome the problems experienced in training students with low reading levels. The most successful program with which we have experimented is the Reading Improvement Program designed for use with the PerceptoScope, a multi-function machine manufactured by Perceptual Development Laboratories (PDL) of St. Louis, Missouri, and distributed by Link Enterprises, Incorporated, Decatur, Alabama.

In a study to determine the effects of a reading program on overall grade-level gains and individual subtest gains of students in the Vocational E&D Project at Draper Correctional Center, it was concluded that the PerceptoScope's reading program is highly effective in the teaching of reading skills, particularly reading comprehension. We have also learned that it significantly enhances other language skills. (Refer to Carl Clements' paper, "An Evaluation of the Effects of an Intensive Reading Program on a Group of Adults at Lower Academic Achievement Levels," which is included in Appendix E.)

All inmate applicants for vocational training who score below 7th grade reading level on the Metropolitan Achievement Test (M.A.T.) are enrolled in the phonics or intermediate level reading improvement program. First, they are administered the PDL Diagnostic Reading Test to determine reading rate, reading comprehension, vocabulary, and story comprehension.

Students enrolled in the Reading Improvement Program are retested at midcourse and again at the conclusion of the program. When midcourse test results are reviewed with them, most of the students are amazed to see that they have made more progress than they had realized. This seems to increase their enthusiasm, and they become even more committed to the program than before. These students are also administered a different form of the M.A.T. upon completion of the reading program to determine what effect their participation in the special reading classes may have had on subtest areas other than reading. Generally, students who do not participate in the Reading Improvement Program and have only remedial training serve as control groups.

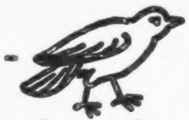
After 40 hours of instruction in the Intermediate PDL Reading Program, using the PerceptoScope, subjects in the original experiment achieved an overall average increase in grade level of 2.5 which was much higher than the non-participants (other vocational trainees) who gained only 1.1 grade levels. Reading program participants had an average increase in reading levels of 2.5 grades, while the nonparticipants, using only programmed instruction, registered only a .7 grade gain in reading. Among all students who participated in the reading program, the greatest grade gain in reading level was from 4.9 to 9.7, an increase of 4.8.

## How the Program Works

Homogeneous groups are established on the basis of scores made on the PDL reading test administered before the reading program begins. These groups receive a combination of group and individual training, beginning with phonics. The intermediate reading program follows the phonics course, with both course units being presented on programmed film used with the PerceptoScope. Workbooks are used along with the programmed film to provide each student an opportunity to apply, at his own rate, the skills he has developed during group use of the programmed film.

## Phonics

From time to time, we have students who are unable to function at the intermediate reading level. For instance, these students do not realize the difference between a "long a" and a "short a," nor are they aware of the importance of making the distinction. For these students, we employ the PDL Phonics training system which is designed to develop the knowledge of language sounds and the ability to convert these sounds into words.

An orientation film which dramatizes the importance of reading and spelling challenges the student to discover the benefits available to him in learning to read and spell. This group technique also includes an explanation of principles and procedures to be followed in succeeding lessons. Four lecture-demonstration films cover sounds of individual letters, letters with more than one sound, sounds of letters in combination, word sounds, and sentence structure. The teaching material insures numerous opportunities for the student to succeed in early sessions, then moves from the simple to the complex on a step-by-step basis. A series of film loops for recall and association utilize repetition in presenting materials for teaching. Students learn by association. Letters are associated with a common object and then with a sound. (B -  - buh.)

The instructor has the option of using tape recordings to relieve him of repetitive oral demonstration of letter and combination sounds. The recordings insure the true sound of letters and may be repeated as often as necessary.

The duration of instructional time for the phonics training system differs from situation to situation because of the variation in student abilities and the consequent necessity for varying time schedules for completion of elements of the program. For beginning students or those who are slow achievers, the program may require as long as 60 hours. When the program is used for review, it may be presented in approximately 30 hours.

## The Intermediate Reading Program

The Intermediate Reading Improvement Program includes 40 lessons. The first lesson is an orientation and motivational film. After this film is presented, each student receives a workbook which contains practice reading selections, pages for notes, and comprehension tests. A chart is also provided so that each student may keep a record of his progress (in terms of both speed and comprehension).

Each lesson deals with one topic. The first 20 of the 40 lessons are presented in the following manner:

Lecture-Article (dealing with lesson topic) - All lectures are read from the screen by the students at a controlled speed. After the lecture-article is completed, there is a short discussion and review.

Tachistoscopic Exercises - During these exercises various types of materials--words, phrases, digits, clauses, discriminations--are flashed briefly on the screen. The students are asked to perceive and say or write down what they have seen. Each drill is begun at a speed which allows early, active, and successful participation by all trainees. The speed is gradually increased, and as the students progress through the lessons, an interesting phenomenon occurs: The students get so involved that many are begging for more material at a faster speed. They are proud of their achievements, quick to admit their mistakes, and determined to do better on the next flash.

Practice Reading Article - A controlled practice reading article is presented each day. These articles vary in length from 900 to 3,400 words, giving a complete range for checking attention span, concentration, and comprehension skills. An entire page of material is projected, but by the use of a fixation film (mask) the speed at which the student reads is controlled. The mask also controls the number of fixations per line.

After each practice article, the students are given a five question comprehension test. Their scores are transcribed on the aforementioned progress charts. The lessons presented in the foregoing manner are primarily designed to break bad reading habits and to form good ones.

The next 20 lessons are presented to further improve comprehension. They include the following topics:

Paragraph Understanding
Sentence Meaning
Word Meaning Through Structure
Word Meaning Through Context
Paragraph Organization
Outlining

## Using the PerceptoScope

The PerceptoScope meets almost all visual-aid needs with one instrument. An electronic device attached to the machine gives the instructor complete control of the timing and thus enables him to use still projection for material requiring extended viewing and discussion. A tachistoscopic projection feature helps students to develop the skill of rapid and accurate perception. Motion pictures may be used at speeds of from 1 to 24 frames per second and may be instantly stopped and reversed. It is possible to use a front and back film superimposed and projected together for controlled reading exercises that require precise pacing. Moreover, the mechanical gymnastics that are possible with the machine are particularly effective in holding the interest of trainees.

The success of a reading improvement program in which the PerceptoScope is used is dependent upon the attitude and flexibility of the instructor. I have found that some days the reading improvement class is a "drag" for the students, and they enter the classroom with very little enthusiasm. When students are in this kind of mood, I say, "Look, let's rock the rafters and let the people here in the project know we're alive."

I then introduce the "tach-work" (tachistoscopic) by pitching my voice to a near shout in an effort to generate enthusiasm and involvement and to set the stage for the students to "blow off" their mood by responding loudly. Generally, it is the same few students who are not enthusiastic, and of course, these are the ones whom I must try to inspirit.

So I begin: "Look, I'm running this thing (PerceptoScope) a little faster than recommended, so I don't expect you to get all of the answers right." Some of them do get all the answers right on the first try, however, and I praise them occasionally by saying, "You beat me that time. You are doing better than I."

When I spot a couple of students who are reluctant to respond, I ask, "Why don't you two team up and work on the next exercise together?" If there are more than two students who are lagging behind the group, I suggest that they team up and compete with the other teams. As soon as I feel these students are ready to compete on their own, I break up the teams. Students who gained self-confidence in partnership participation are then usually eager to outdo their former partners.

At the point in the "tach-work" where I begin flashing seven digits on the screen for 1/2 second, I find many of the students unable to recall all of the seven digits. After encountering this problem several times, I decided to try a new approach: "Just try to get the first four," I challenge the students as I speed up the flash to 1/24 of a second. Then, an interesting thing happens. Students who were unable several days before to get four out of four digits flashed at 1/2 of a second are now able to get four out of seven flashed at the faster speed.

While the students realize it will be more difficult to get four out of seven digits at the faster rate, they seem to like the challenge of being taken a little further than they can go; they try harder, and they accomplish more than when they were trying for the lesser goal. Their reaction calls to mind Robert Browning's words, "Ah, but a man's reach should exceed his grasp, Or what's a heaven for?"

From this point, the students move very quickly, getting all seven of the seven digits flashed at the speed of 1/24 of a second.

While it is true that the programmed films have built-in motivation, I find that if I interject a few examples which are keyed to the experiences I know these inmates have had, it helps to clarify directions given to them in the film. In working with the film, "Scanning," for instance, I use the example of going into a department store, hurriedly scanning both the merchandise and the key words on placards, either of which will lead me to the merchandise I want to buy. (In talking about "key words," we are reinforcing the content of the previous day's lesson on "Key Words" as it relates to the present one on "Scanning.")

If the information to be flashed is obvious, such as "pick the date Columbus discovered America from this column of numbers," I ask the students where the correct number was located on the screen. Their correct response assures me they are not just giving an obvious answer.

Since the PerceptoScope makes a slight noise, I have to talk loudly for my voice to be heard, especially to alert the students to be "ready." Loudness is a characteristic with which the students easily identify and by which they express their enthusiasm. Therefore, their responses follow my cue. Should I give directions in a quiet, meek manner, the students would not bother to respond at all. It seems that an aggressive approach to working through the lessons is essential to getting the students involved, and my approach results in their being aggressive also.

During each lesson, I have an ample length of cord extending from the control of the PerceptoScope to allow me to move around the room, giving each student as much individual attention as possible. Students who are responding correctly are eager for me to recognize their success. Others need a word of encouragement, and I spend most of the time helping them. However, I try to remember to praise the faster students at intervals and to remark frequently after they have responded correctly, "That was very good."

When we first begin a lesson, most of the students get answers right at the low speed of 170 words per minute and immediately want to speed up the lesson. I acknowledge their desire but suggest that we need more practice at this speed, because I realize that a few of the students are not yet ready for the more rapid speed. The promise of being allowed to work faster allays the impatience of the faster students. Intrigued with the challenge to come, they go ahead and participate in the next few lessons with the slower students.

Where appropriate, I bring some of the directions to the students' attention in a mild joking manner to relax those students who may be getting tense from trying too hard. As long as I keep an attitude of flexibility, I am able to move the group along to the next phase of the reading program without overtaxing slower students or losing the interest of the faster students.

## Other Reading Programs

Other reading programs which have been used with varying degrees of success at Draper, primarily in the NIMH Project, are listed on the Resource Sheet in the Appendix E. Although the environment for the use of these materials is slightly different from the one described in this report, the population is the same.[1] We have found that the intensity of interest and interaction of the instructor as he reflects the importance of any program of remedial reading or reading development is almost as important as the materials used.

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[1] "There have been several features proposed and adopted by the project to supplement and enhance self-instruction. One of these is the Reading Laboratory wherein a variety of materials and equipment is used... Some group work can be done in areas where deficiencies seem to be common to most learners. The use of a tachistoscope for group warm-up exercises and the variable speed film projector for rate-comprehension exercises are examples. Students study individually from laboratory kits from which they read stories of high interest levels and then take self-graded tests on the content. Other materials of a self-instructional nature are used for vocabulary development. It has been determined also that practice is an important variable in the development of reading skills. Learners, therefore, are encouraged to read one hour a day from a library book of their choice. They are not, however, allowed to read books which are far below their level. It has been shown that students who actively participate in the Reading Laboratory not only enhance greatly their reading abilities but also gain a broader interest in other subject matter and, in general, become better, more inspired learners." John M. McKee. "Progress Report 1962-1967." Experimental Project to Increase the Educational Achievement of Institutionalized Offenders Through Programmed instruction. National Institute of Mental Health, U. S. Department of Health, Education, and Welfare, Public Health Service. February 17, 1967.

## Materials Development Unit

Despite the difficulties encountered by the Materials Development Unit during the past two years of operation, there are, in addition to its accomplishments to date, two promising developments. First, the continued close working relationship the project has with the Division of Vocational Education has paved the way for this Unit to work directly with the state vocational and technical schools in the development and field testing of programmed lessons. In the future, a committee comprised of representatives of the trade schools and this project will determine the subjects to be programmed for the various trades. Trade school instructors will serve as subject-matter specialists and consultants. The appointment of such a joint committee seems already to have had a favorable effect on field testing, as witnessed by Unit staff when they conducted field tests at the Walker County Trade School, Sumiton, Alabama, and the MacArthur Vocational Technical School, Opp, Alabama, in November and early December. Staff of the two schools we visited were more understanding of and receptive to what we are attempting than those visited in the past and had communicated this attitude to their students. Field test results are included in Appendix F.

The second accomplishment is a plan for distribution of the lessons we have developed. A brochure was designed by the Materials Development Unit to publicize information about the lessons and their availability. The lessons will be published by the Division of Trade and Industrial Education, University of Alabama, and sold at a price which will enable the University to recover its costs. A list of people from whom we had received requests for materials was furnished to the University and they subsequently mailed the brochure to those who had requested information. The University will begin actual production when a backlog of orders has been accumulated. In the meantime, the brochure is also available from the Draper project, upon request.

While commercial concerns, TECO among them, tell us that our production compares favorably with that of the few other mathetical programming units in existence--10 lessons completed, 12 lessons ready for field tests, 13 lessons nearing completion, expected to be ready for field tests by December 1--our production has been achieved in the face of numerous difficulties.

The necessity for training mathetical programmers, both staff and technical writing students, eliminated the possibility of any production during the first four to six months of operation. Although staff programmers were unfamiliar with the mathetical system they did gain competence rapidly, and found they could devote much time to training the technical writing students. One major problem encountered during the past two years was that the Materials Development Unit seldom operated at budgeted strength. The turnover in personnel has had a deleterious effect on both the Unit and the technical writing class, as reflected in previous progress reports. Technical writing students completed the analysis for many tasks which were not programmed, and programs only reached the stage of authors' drafts as part of the training process.

Although problems were encountered in placing technical writing students (refer to previous progress reports), field testing would have been more difficult without their assistance and understanding of the programming process. Field testing consumes considerable time and effort on the part of both MDU staff and technical writing trainees. The 11 completed lessons were field tested with over 500 students in 12 trade schools and MDTA projects. Scoring the pretests and posttests and compiling the data from over 900 field test packages* was an immense task.

In addition to the difficulties cited, the Materials Development Unit had the responsibility of preparing, wholly or in part, the list of materials other than programmed lessons included in Appendix F. The illustrations, writing, editing, and printing required to prepare these materials for dissemination in response to the requests for wide distribution were no small tasks within themselves.

There continues to be considerable demand for the programs we have already produced. Our plans for the coming year include programming materials in personal-social skills as well as in trade areas. Although the reduction in the Materials Development Unit budget will result in the production of fewer programs, we are hopeful that the Rehabilitation Research Foundation can submit a new proposal for the development of socialization materials. Follow-up findings on the released offender show the advantages of his having a vocational skill (he earns money, pays taxes, stays free, is no longer a burden to society), but our findings also indicate that vocational training needs to be coupled with even more intensive training in personal-social skills, good job habits, positive attitudes, and conforming behavior patterns. Programming socialization materials seems to be one way in which we may provide more intensive training to "keep the man on the job."

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*Some students completed more than one lesson.

## Job Development and Placement

One barber shop owner, who has employed seven of our graduates, continues to have faith in our program, despite the fact that only two of the graduates have been successful. He is still willing to hire others. Job placement activities continue on schedule; approximately ten prospective employers have visited the project during this period to interview graduates.

The bonding program has been of assistance in placing a few trainees. It is difficult to determine the effect of the bonding program on job placement because once an employer learns that the graduate can be bonded, he is more willing to hire him. That the trainees qualify for bonding seems to be more important than the bonding itself. Only two graduates, both from the Radio-TV course, were bonded during this reporting period. Both bonds were for the maximum amount of $5,000. We do anticipate using five additional slots during the next reporting period.

Twenty-seven graduates have received relocation allowances from the Labor Mobility Project of Tuskegee Institute. The average amount received by each student was $95.00; the largest amount received by an individual graduate was $163.45; the smallest, $65.00. Twenty of the graduates who received relocation assistance were placed in Alabama; seven relocated in other states.

Since we began participating in the Labor Mobility Project only recently, we have not been able to evaluate the effect of the relocation allowance upon our graduates. We do believe that this financial assistance has alleviated many of the immediate readjustment problems facing them upon release. A releasee receives $10 plus bus fare to his home county, and until he receives his first paycheck, he is hard pressed to secure the basic necessities of food, shelter, and clothing.

Public relations presentations continue to assist in the placement of graduates. A staff member was invited to address two psychology classes at Huntingdon College, primarily to aquaint the students with current trends in education in the Alabama prison system. The presentations resulted in a job offer for a graduate. One of the psychology students who is in business with his father offered to hire a graduate, requesting someone who could make electrical repairs to equipment used in a plastic factory. An Electrical Appliance Repair graduate got the job.

## Follow-up

Since plans for the next reporting period call for a comprehensive study of our graduates who have recidivated (23 percent to date), we have included case summaries on several who are, at this time, successfully meeting and overcoming the problems of adjustment in a free society.

When data are compiled from the recidivist questionnaires (designed for interviews with graduates who have been returned to prison, employers, parole supervisors, families or relatives) comparisons will be made between the behavior and attitudes of apparently successful graduates and the behavior and attitudes of those who have been returned to prison. Additionally, we have included one case summary of a graduate who is being assisted by the Division of Vocational Rehabilitation. This summary will illustrate the benefit to MDTA students of the new latitude given this agency in serving members of an offender population.

REW. 20-year-old Negro. Single.

Auto Service Station Mechanic-Attendant: 1 year following release.

After almost one year on parole, REW is now employed in a training-related field. He is working in a service station in his hometown, lives with his father and step-mother, and is doing very well, according to his Parole Supervisor.

When released from Draper Correctional Center, about four months after he graduated from the Auto Service Station Mechanic-Attendant Course, REW wanted to return to his hometown and accepted a job in an upholstery shop in order to do so. He had done this type of work, earning $1 per hour, before coming to prison and had worked in the prison upholstery shop before enrolling in the MDTA vocational training program.

REW listed Welding as his first choice of training but changed to the Auto Service Station Mechanic-Attendant Course after the Job Orientation period. He made an average grade of "C" in shop work, but his instructor noted that he had an above average ability to learn. In Supplementary and Basic Education courses, he earned "B's," increasing his composite (total average) score by 1.3 grades.

Before being sentenced to Draper in December of 1964, REW lived with his father and step-mother. His mother, who was divorced from his father, is dead. His parents have two other sons and three daughters. REW completed the 9th grade before dropping out of public school, worked on a farm for two months, in an upholstery shop for three months, and as a waiter for two months. During that time, he was in jail once, but he was an 18 year old first offender when he was confined at Draper to serve three years for robbery and grand larceny.

Instructors and counselors found REW to be quiet and withdrawn, but he was respectful and attentive to instruction. When his parole responsibilities were reviewed with him in a prerelease interview, he appeared to understand them and to date has proved himself capable of remaining free.

HAL. 26-year-old Caucasian. Married. Divorced. Engaged.

A Barbering Graduate, First Course: 1 1/2 years following release.

"I'm off parole, on my own, and I'm gonna make it," declares HAL who requested permission to marry just before his parole period expired. HAL had hoped to earn $300 per month when he was released from Draper, and now he is making nearly half that amount in one week's time. He has changed jobs only once and has worked in a training-related job in each instance.

"It isn't as easy as it all appears," the graduate warns current trainees in the MDTA Vocational Project. "You get pretty discouraged at times." HAL particularly recalls the miserable moments when the Placement Officer's efforts resulted in several good job offers from barber shops in Mobile and Montgomery which he could not accept because an ex-convict could not obtain a license in either of the areas. By the time an offer was received from a small shop in a south Alabama town, he was ready to leave prison and gladly accepted the starting salary offer of $75 per week. At that, it was more money than he had ever earned as a cook and a painter.

This former trainee enrolled in a state trade school shortly after his release from prison in 1961 after having served an 18-month sentence for burglary. Back in his hometown, he enrolled in a state trade school, first studying to become a clerk typist, then switching to barbering. It was at this time that he was again sentenced to Draper for two years for having received and concealed stolen property.

When he enrolled in the Vocational Project, he listed Radio-Television Repair and Technical Writing as his first and second choices of training. During the job orientation period, the Technical Writing Instructor discovered that HAL was highly motivated toward the barbering trade, perhaps because of his previous exposure in the state trade school. After several counseling sessions, HAL decided to enter the Barbering Course and performed well in both class and shop work. He was somewhat withdrawn and quiet, but he was cooperative and worked hard in the school.

This man's mother and father died within a year of each other, shortly after his release from prison the first time. His marriage was "on the rocks"--his wife had filed for a divorce. Apparently, he realized some need to learn a skill, for he entered the state trade school. He left private school in Mobile after completing the ninth grade, served six months in the army, received an undesirable discharge, worked three months as a cook, three years as a painter before his first conviction. Unfortunately, he became reinvolved in criminal activity before completing his vocational training in the free world.

MARK. 25-year-old Caucasian. Married. Divorced. Married.

Barber from the Second Course: 1 month following release

Mark's training in the MDTA Barbering Course is finally being put to use, and this graduate doesn't have much time to get into trouble. Having graduated from the Barbering course in October of 1965, Mark remained at Draper for some six months before being released to a federal holdover. (Refer to 12th Progress Report, Appendix B.) Immediately upon his release from the federal correctional center, Mark obtained a training-related job in Birmingham, securing a barbering license in an area in which this privilege had once been forbidden ex-convicts. He applied to and was accepted by a nearby junior college where he is currently working toward twelve hours of credit, attending school four evenings each week and his one day off from the barbering job.

Recently Mark accompanied his employer to a state trade school in Montgomery where they gave a hair styling program for the cosmetology students.

He feels that his new wife has given him the incentive to succeed, and the relocation money made available to him by the Draper Job Placement Officer has assisted him in planning for the future. He appears to be determined to keep himself free of the overindulgence of his parents which he now sees as being somewhat detrimental to his personal development.

CWL - 23 years old - Negro. Single

A Bricklayer, First Course: 1 1/2 years following release.

CWL has not returned to prison. He commutes 50 miles daily from his home in Alexander City to an excellent job as a union bricklayer in Montgomery. He has served his parole.

This graduate was sentenced to Draper on a forgery charge. When he enrolled in the Draper project he had served four months of a two year sentence, had completed the 11th grade in public school (although California Achievement Test Scores reflected a composite (total) average achievement level of only 6.0), and had held jobs as a construction worker at various times, his highest wage being $1.85 per hour.

In training, CWL increased his academic achievement level by .5. The highest gain in a subtest area was 3.7 in spelling. His grades in shop-related class work and basic education were average, but he made "B's" in shop work and personal-social relations, and his conduct during training was excellent. He was released to a training-related job in his hometown and returned to live with his mother and brother. CWL's parents are divorced. He has two married sisters. Four months after release, CWL moved to Elmore where he lived with one of his sisters.

Shortly after release, the grateful graduate visited the project and offered to buy $20 worth of tools for the outstanding bricklayer in the next class. He feels his training at Draper has given him a real chance to succeed in the free world.

It is interesting to note the instructor's comment on CWL's final report to the Placement Officer: "I feel this man will never be back in prison."

CRT. 25-year-old Caucasian. Single.

An Electrical Appliance Repairman, Second Course: 10 months following release.

CRT is presently unemployed. Business has been slow for the manufacturing company for which he worked--his third job since release--and CRT was laid off. He has applied for work in Huntsville, and expects to get a job soon, especially since the follow-up counselors at Draper are helping him. CRT has come to expect a few handicaps to his adjustment to the free world, and he is not as alarmed over brief unemployment as he once might have been.

There was, in fact, one setback after another to his going free after he completed the vocational course at Draper. At one time, the only job available to him in the area to which he desired to go was in a grocery store, doing menial tasks. The Job Placement Officer tried to get him into a trade school through the Vocational Rehabilitation Counselor in that area, but that agency was unable to serve the trainee at the time. Fortunately, before CRT accepted the grocery store job, an employer from Birmingham visited the project and agreed to hire him provided he would work on a commission basis. CRT went to work for the auto repair service in Birmingham as soon as he was paroled. By applying himself to the job, he was able to earn from $130 to $150 per week, a commission the employer came to realize he could not afford. After a couple of weeks, the employer placed CRT on a salary, cutting out the commission. Naturally, this new arrangement reduced CRT's earnings considerably.

Some two months later, the ex-convict discussed his employment situation with his Parole Supervisor and asked permission to change jobs. Permission was granted, and he went to work for an appliance company where he appeared to be doing well when the Placement Officer visited him some three weeks later.

The Follow-up Counselor talked with CRT's Parole Supervisor several months later and found that CRT had again changed jobs and was now employed by a manufacturing company. There the graduate earned $65 per week, but his employer did not know of his prison record, and according to the parole officer, the employer is well known for having fired men with records. CRT lives with his mother and brother; all three work, and each pays a share of the family expenses. The counselor was unable to contact CRT's employer or family but learned through the Parole Supervisor that the graduate was never late to work, nor had he been absent. He was rated as having progressed greatly in his trade since the beginning of his employment, and as having no difficulty in getting along with co-workers. His lay-off was attributed to lack of seniority rather than lack of ability.

CRT's father and mother are divorced. He lived with his mother, two brothers and three sisters in Tennessee until he dropped out of public school after completing the 9th grade to join the army. After serving a six-months tour of duty in the service and receiving an honorable discharge, CRT worked 18 months as a carpenter's helper earning $1.25 per hour.

This MDTA graduate started serving time on a seven year sentence for second degree burglary in May of 1961. The following September, he escaped and was recaptured, thereby adding another year to his sentence. He worked as a carpenter's helper during his stay in prison, and completed 12th grade through an extension course arranged with nearby Holtville High School.

Choosing Electrical Appliance Repair as the trade he wanted to learn, CRT enrolled in the MDTA vocational project in May of 1965. He was reported by his instructor to be a good student--a steady worker with a good attitude.

Counselors found it hard to believe that this meek trainee who exhibited respect for authority during training had such a string of criminal activities on his record. They learned from his prison record that he had been paroled in January of 1964 and violated his parole only six days after release. He was returned to Draper in February of 1964 for parole violation, and lost an additional four months for this action. In October of 1964, he was tried for a holdover and received an additional one year one day sentence for burglary and grand larceny. When he entered the vocational project, he had served four years on his sentences.

Because of good behavior and his success in training, CRT was finally paroled in April of 1966, six months after he completed the Electrical Appliance Repair Course. The difficulty that occurred with regard to job placement was a result of his wish to return to an area where he was well known for his criminal activities.

CLB. 23-year-old Caucasian. Single.

A Radio-Television Repairman from the first course: 1 year following release.

CLB is proud of his own apartment. It's his and he can surround himself with the personal belongings he was deprived of while incarcerated. Life is looking up for this 23-year-old ex-convict who has remained in the same job since his release and who is now earning approximately $75 per week as a radio-television repairman.

His Parole Supervisor reports his general attitude is fair, although he likes to have his own way; he has good manners, except when he loses his temper; and he has not been involved in any criminal activities. His supervisor is of the opinion that he is over his crises. He feels that the training CLB received while at Draper Correctional Center has enabled him to earn a decent living and acquire some of the personal possessions he had been too handicapped to amass when he got into trouble.

There had been critical moments for CLB during the past year. Although he had proved himself trustworthy with his employer, his friends had made too many telephone calls to him on the job. There was a brief encounter with a woman who kept calling him at work to complain that he had run up her telephone bill. CLB explained to his supervisor that the woman had skipped a month in paying her bill and wanted to blame it on someone. However, he paid the bill to clear the matter up.

Then, he had to live at a boarding house for awhile, and there wasn't much privacy there. Still, his employer had rated him above average and had even made some suggestions for future training courses at Draper which CLB had passed on to the Follow-up Counselor during one of his visits.

Only his employer and his Parole Supervisor know that he is an ex-convict.

CLB's mother died when he was only five. The whereabouts of his father are unknown. He has four brothers and four sisters. Before coming to prison he lived with a brother in Florida.

He was a 9th grade dropout; he worked as a general clerk at an ice company for four months, then served in the Army 16 months before receiving an undesirable discharge in July of 1962. Three months later, he was convicted of armed robbery and sentenced to serve twenty years. At Draper, CLB enrolled in the Self-instructional School and was successful in getting the equivalency of a high school diploma through nearby Holtville High School. Once CLB had thus "finished high school" he decided to enroll in a vocational course, choosing the Radio-Television Repair course because of an interest in electronics. (He had worked in the electric shop at the institution for about eight months.) While in training, CLB increased his grade level achievement by 1.4, and was reported by his instructor to be an above average student--cooperative, congenial, a dependable and hard worker.

He was placed in his training-related job at a beginning salary of $50 per week plus commission one month after his graduation from the 12 month course.

JCS. 26-year-old Caucasian. Married. Divorced.

A Welder from the first course: 1 year following release

JCS left Draper on January 31, 1966, with $10 in his pocket, the clothing he had been issued by the prison system on his back, and the promise of a job in the nearby city of Montgomery. Just prior to his release, his counselor had talked with him about problems he could expect to encounter upon entering the free world. For one thing, his new employer would want him to drive a truck occasionally. JCS decided it was a good time to "cop" out about his being stopped by the Highway Patrol near Montgomery and getting a ticket for running a stop sign, then getting another ticket a few days later for driving with no license. He would somehow have to work this out if he were to perform truck driving services for his new employer, and he knew the counselor would assist him.

The Job Placement Officer had written his father to see if he could send JCS about $25 for his first week's room and board, but his father just couldn't afford to send the money. Since his father and mother were living apart, expenses were high, and the best he could do was to offer to send JCS's clothes to him by bus.

JCS really wanted to go back home, but the Parole Supervisor there had advised against it. When he expected to be paroled right after his graduation from the Welding Course in the MDTA Vocational Project at Draper, the Placement Officer had secured a job for him in a small Alabama town, but someone had protested his parole and his release was delayed for six months.

Now that he was finally being released, JCS was discussing with the project's follow-up counselor problems he would face and need to solve. The counselor had arranged for him to pay his room and board in arrears. By paying an extra $5 per week for one month he would in a month's time accumulate a week's room and board in advance, as is usually required. The follow-up counselor also told JCS he would talk with his employer to see if a salary advance could be arranged at the end of his first week's work. With only $10 to purchase clothing, tools, and toilet articles, things were going to be pretty tough for awhile.

Today, this MDTA graduate has been allowed to return to his home county where he is earning $100 per week in a training-related job as a welder. He had his problems during his first year on parole, but at last things are beginning to break for him.

Just two months after being released, he began getting "jittery" because all his associates at the boarding house continually wanted to go out drinking, and he was tempted to join them. At work, he did just fine. His employer considered his work to be good, and his foreman recommended him for a raise from the $55 per week starting salary. He had missed only one-half day from the job to make a parole report. When he did get "bugged," he called the follow-up counselor and asked him if there were any chance of his being sent to his home county where he might live with a half-brother. Knowing that the counselor was interested in his making a good salary, JCS pointed out that the opportunities for a welder to increase his earning power in the larger city were much better. But, the counselor reminded him of the Parole Supervisor's reasons for not wishing him to return, and suggested that he could solve his problem with his associates by exerting self-control which would be good practice for him when he did return to his hometown area. The follow-up counselor told him a transfer was not feasible so soon after his release. Because of his willingness to stay on the job and follow the advice given in his best interest, JCS was later granted permission to return to his home county. His adjustment at the present time is excellent.

JCS had served 24 months on an eight-year sentence for three burglaries and one grand larceny charge when he applied for training in the first courses of the MDTA Vocational E&D Project at Draper Correctional Center. He listed his choices of training as (1) Service Station Mechanic-Attendant, (2) Electrical Appliance Repair, and (3) Bricklaying.

When counselors reviewed his employment history--he worked as a grinder for three months, as a service station attendant for two months, and was working as a carpenter when convicted--and realized that his greatest earning power before incarceration had been $50 per week at very temporary jobs, they inquired about his educational pursuits while he had been in the Academic School at Draper. Learning that he had increased his grade level achievement and had taken programmed courses in welding, the Director recommended that he consider the Welding Course.

At the beginning of training, Metropolitan Achievement Test Scores reflected a composite (total average) grade of only 5.0, although JCS had completed the 7th grade in public school. In addition to doing well in shop and classwork, JCS increased his composite score by 2.3 grades to a composite (total average) of 7.3. His highest subtest grade gain was in mathematics fundamentals, 3.5, the next in the mechanics of English, 3.3.

BJF. 23-year-old Caucasian. Single.

Auto Service Station Mechanic-Attendant, First Course: 3 months following parole

"I want to come home and give myself up. I took the money, but I will return every cent."

BJF's mother received a long distance telephone call from her son only a few months after his release from Draper Correctional Center. At the time of the call, he was in south Alabama, running from his home and (he thought) from the authorities for having taken money from his aunt's place of business. Instead of continuing his flight, however, he stopped in a small town, called home, promised to return all of the money he had taken, and agreed to turn himself in if they would help him get treatment from Dr. C. J. Rosecrans, the Clinical Psychologist who had counseled him while he was in prison.

This was not BJF's first plea for psychiatric treatment. Symptoms of this graduate's traumatic experiences in trying to adjust to the free world had been reported earlier by his mother who called both the warden of Draper and the Board of Pardons and Paroles just a few weeks after BJF's release from prison, stating that she felt he needed psychiatric treatment. (During the call, she mentioned that her son had been treated by a Birmingham psychiatrist years before, but that she had discontinued treatment because the psychiatrist had said her son had no conscience and she disagreed with him.)

The Board of Pardons and Paroles requested a full investigation and report of the case from their local supervisor who interviewed BJF's parents, his employer, a fellow employee, and the boy himself. After the investigation, which revealed the parolee's extreme nervous state since release, his indulging in fantasy, even suffering from hallucinations, and an underlying belief that the public was censuring him, arrangements were made for him to work for his employer again. He had missed several days work at the time of the investigation; he simply left at the end of the week and did not report back on Monday. (The supervisor learned that he was seeking a job in another city, but had failed to notify his employer or the supervisor.) Instead of working in the service station where he appeared to have difficulty in facing the public, he was assigned by his employer to a job working with a pulpwood crew in the woods.

Meanwhile, the Parole Supervisor furnished the Draper MDTA project a copy of his report whereupon our Follow-up Counselor began negotiating with the Vocational Rehabilitation Counselor at Draper to determine if this graduate could have psychiatric treatment financed by the Division of Vocational Rehabilitation. As soon as negotiations were completed, the Follow-up Counselor notified the Parole Supervisor's office of the availability of these services.

Within a week, the Follow-up Counselor received another report on BJF from the Parole Supervisor who acknowledged the offer of V.R. services. At the time of this report, the graduate's situation appeared to be improving. The supervisor had spent a considerable amount of time with the graduate and his parents. BJF's mother was trying to curb her tendency to be overly protective toward her son, and the father was spending more time with BJF than he had ever before done. It was the desire of BJF's parents that their son not be submitted to the strain of psychiatric treatment at the time.

"Apparently the graduate acted in a moment of panic, then regretted his action," the Clinical Psychologist reported to the Parole Board upon its request for his evaluation and recommendation after the incident of BJF's theft, flight, and surrender.

Dr. Rosecrans had worked with BJF while the boy was in training at Draper and had talked with him informally on several occasions following graduation when BJF worked as the Auto Service Station Mechanic-Attendant's assistant for six months. His parole had been protested, and the boy remained at Draper almost one and a half years following graduation. He was transferred from the instructor's assistant assignment to the Classification Office of the prison where he worked as a clerk until his release.

While working in the classification office, BJF contacted the Vocational Rehabilitation Counselor concerning his difficulty in hearing. However an examination revealed that his faulty hearing could not be remedied.

Because recent revisions of the policies of the Division of Vocational Rehabilitation now permit that agency to serve persons with severe emotional disturbances, VR has again entered the picture. The Board of Pardons and Paroles agreed to maintain BJF on parole contingent upon the staff psychologist's evaluation and his recommendation that the boy could be helped through regular treatment. V.R. has arranged for regular treatments in Birmingham, and the Clinical Psychologist has again begun to treat this former trainee.

BJF was sent to the Alabama Boys Industrial School at the age of fourteen. A later conviction of grand larceny resulted in his being placed on probation for three years. He was confined to Draper for having stolen an automobile (in company with a partner) and was serving a sentence for two cases of grand larceny when he enrolled in the MDTA project.

The subject lived with his parents and one brother until he dropped out of public school after completing the 9th grade. Following the example of a brother who was in the Coast Guard, he joined the Army, served two years and was given a general discharge. He worked for a year as a telephone lineman in Arkansas, then returned to his home in Alabama where he held a similar job until he fell from a pole and injured his spine.

While imprisoned at Draper, BJF demonstrated a hostile and uncooperative attitude at times. He was involved in an escape and frequently had to be removed from his cell and placed in solitary confinement for fighting, insubordination, and other violations of regulations. Once he enrolled in the project and availed himself of the services of counselors and the clinical psychologist, however, there were no more disciplinary actions recorded against him. He reported to the clinical psychologist that he had periods of being very angry, upset, and depressed but managed to control himself. He expressed and demonstrated interest in his vocational course, and his instructor commended his motivation and accomplishment in the Auto Service Station Mechanic Course. While in training, he increased his grade achievement level from 8.9 to 9.5, a gain of .6.

Dr. Rosecrans summarized his interviews with BJF during training as follows:

"The trainee's personality structure reveals a heavy tendency to utilize somatic complaints and disturbances in a hypochondriacal manner to contain and control his anxiety. He lacks spontaneity and tends to respect authority figures, if his status is not threatened by their authority. The subject has more trouble than others in controlling his feelings because of his strong drive toward action and because he is not oriented heavily toward relationships with others. Lacking a verbal outlet or the ability to express his emotions leaves him with direct physical action as his only means of expression. His self-concept of being an independent, fully functioning 'strong man who takes nothing off of anyone' requires him to be aggressive and self-protecting through compensatory physical expression.

"In my several interviews with the trainee, I believe we have made considerable progress in establishing a firm relationship and in reinforcing his retention of outbursts of anger. He has kept himself out of trouble, although he came very close to fighting on those occasions when provoked. I am pleased with his progress and feel he will probably have fewer problems and less need to act out when he is outside prison and has other resources of expression available to him."[1]

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[1] This psychological evaluation and summary of interviews was included in the 5th Progress Report, Appendix C.

Visits to out-of-state graduates were delayed because of our heavy schedule. Since information was needed for the Employment Service Forms 103a, Counselors attempted to telephone graduates who were released outright (therefore, not responsible to report to a parole supervisor) at their last "known" addresses. After being unsuccessful in reaching three out-of-state releasees, they asked the Historian and a secretary to try and get the calls through. These staff members were immediately able to talk with the mothers of each of these three graduates. An Auto Service Station graduate who returned to Nebraska was reported by his mother to be working as a truckdriver for a grainery. She stated that he was making more money in this job than he had made before, although she did not give the amount. Her son lives with her and his father and is doing very well. Another Auto Service Station graduate, who had needed additional training because of his very low academic achievement level, is working at a large hospital where his mother works.

A Welding graduate is working in New York as a stock clerk in a food market and is living with a friend. Addresses of all graduates were obtained and recorded for future contacts.

# THE COMMUNITY SPONSORSHIP PROGRAM

**JEFFERSON COUNTY ASSOCIATION FOR MENTAL HEALTH**
3600 8th Avenue, South • Birmingham, Ala. 35222

# newsletter

Vol. X, No. 2

December, 196

Walt Spiro has been employed by Draper Correctional Center as follow-up counselor to parolees in this area. He is working with JCAMH on the development of the Sponsorship program described in the last *Newsletter*. Dick Miree is our board member heading up our work as community coordinator of the Sponsorship program. He is working closely with Jack Lemmon of the Jaycees.

In late July of 1966, a Community Sponsorship Program was proposed by the Rehabilitation Research Foundation, operating from Draper Correctional Center in Elmore, Alabama. The purpose of this program is to train interested individuals in Birmingham to work directly with graduates (released prisoners) of Draper's MDTA Vocational Project. We believe that these volunteers will help us considerably in our effort to continue the rehabilitation of young offenders released to that area.

The Sponsorship Program was initiated by mid-August with the cooperation of the Jefferson County Association for Mental Health (the liaison agency) and the Birmingham office of the Board of Pardons and Paroles.

Acting in a liaison and coordinating role, the Mental Health Association invited representatives of several Birmingham organizations to meet to learn about the program on August 16. These representatives endorsed the proposed program and agreed to get the participation of their respective groups. A description of the Sponsorship Program was to be written up by the Rehabilitation Research Foundation and given to each representative so that he might present the whole idea to his organization. This description was written by a Community Sponsorship Follow-up Counselor who was employed by the Draper Project in September. (Refer to the 12th Progress Report, Appendix C.)

On November 9, six of the Birmingham representatives again met with the Rehabilitation Research Foundation staff and liaison agency representatives to plan the next steps. It was realized then that the cooperation of local unions would be especially helpful in overcoming barriers to job placement and the operation of the new program.

One of the representatives, an official of United Appeal who works with the labor unions, addressed the Building and Construction Trade Council and sought the cooperation of this group in carrying out the Community Sponsorship Program. The union representatives agreed to assist the new program in placing graduates of Draper's MDTA Project. The extent to which these unions will participate will be based upon the particular needs of the Draper graduate. The following unions are cooperating with the Sponsorship Program:

Bricklayers Union

Iron Workers Union, Local No. 92

Sheetmetal Workers Union

Teamsters Union (Truck Drivers)

Hod Carriers and Common Laborer Union

Local Painters Union

Since November, the Birmingham Jaycees have adopted the sponsorship program as a service project, and this group has already set up a $100 emergency fund to assist the graduates who will be assigned to them. The Jaycees' representative has familiarized himself with the program and now awaits the arrival of two graduates to be released to the Birmingham area. As soon as the men arrive, the Jaycees will select two individual sponsors to work with the graduates on a daily basis. This group is also arranging a radio interview over a Birmingham station to introduce this new program to the public. An exact date for the interview will be set as soon as individual sponsors have been chosen, have visited Draper, and have completed their orientation and training.

Interest in the Community Sponsorship Program has been expressed in several sections of the state. A reporter for a Florence newspaper has requested detailed information for a news feature. He also offered to secure one or more sponsoring clubs in his vicinity.

Four programs have been scheduled for presentation to the Montgomery Civitan Club during February and March. The President and the District

Governor of Civitan International will be given a special report. The Rehabilitation Research Foundation staff is working toward an affiliation with the more than 200 Civitan Clubs in Alabama to seek their participation. Future reports will contain results of this endeavor.

Presentations have also been requested by the Unitarian Church of Birmingham, in January; a Sunday School Class of the First Methodist Church, Montgomery, in February; and the Capital City Kiwanis Club, Montgomery, in April.

The considerable amount of time invested in implementing this new program is beginning to yield favorable results, and we hope that the program will soon be in full swing.

## Dissemination and Utilization

Valuable experience was gained in carrying out the first formal training conference for 21 visitors from Hawaii, November 16-22. While the conference met the established objectives, as evidenced by an analysis of the formal evaluation of individual participants, and the observations of the instructional staff, the following recommendations are made for consideration in planning and conducting future conferences of this nature:

1. Training groups should be limited to 10 in number.
2. Specific interests, objectives, and background experience of individuals and/or groups should be clarified as soon as a request for training is received and prior to planning.
3. Training sessions should be conducted on site.
4. A tentative program outline as to content coverage and methods to be used should be submitted to the requesting agency for comments, suggestions, and approval prior to developing the final program schedule. The entire program schedule should be based on an "agreed upon" proposed plan.
5. The program should be flexible, providing for some minor adjustments during the conference.
6. The length of the training period should be based upon the specific needs, objectives, and background experience of participants and the availability of project staff.
7. Coverage of subject matter should be confined to specific project-related activities as it deals with what participants need to know.

8. The training conference should provide ample opportunity for participants to meet with project staff, students enrolled in the training courses, and inmates with other job assignments at the correctional center.
9. Training methods should be informal and scheduled to meet predetermined needs and objectives. Workshop sessions which involve a few staff members seem to be particularly appropriate.
10. Vocational instructors should be included in the workshops.

The following general program outline is suggested for guidance in working with future conferences.

THEORETICAL BACKGROUND OF MDT PROJECTS

OVERVIEW OF DRAPER'S VOCATIONAL
E&D PROJECT UNDER MDTA

- Recruitment
- Testing & Counseling
- Job Orientation
- Assessment & Selection
- Training
  - Prevocational
  - Remedial & Supplementary
  - Vocational (Skill)
- Use of Subprofessionals
- Programmed Instruction
  - Development
  - Use (Administration)
  - Evaluation
- Job Development & Placement
- Follow-up Services
  - Community Sponsorship Program

IMPACT ON THE CORRECTIONAL INSTITUTION
- Prison Contraculture
- Administration

ROLE OF COOPERATING AGENCIES

## Summary

Noteworthy strides have been made in the E&D project's basic education program at Draper Correctional Center. We have sought a new articulation of some of the fundamental problems in raising the educational achievement levels of young adult offenders. Additional motivational techniques are being used. Methods of assessing individual deficiencies have been refined. A reading program which has proved to be highly effective with the offender population has been adopted. We have introduced a novel approach to teaching basic skills: academic games. The most comprehensive prevocational and remedial program in the project's history is under way.

We have now entered a new phase--dissemination of findings for utilization. We have employed a public information specialist whose first major task was to organize the content and to plan the procedures for a training conference for 21 visitors from Hawaii. Our experience in this initial formal training conference made us realize that future programs should provide the give-and-take atmosphere of a workshop so that visitors may interact with project staff members and trainees. Much of value is lost in an off-site, formal situation. Still, we have the problem of safeguarding the staff's time to allow them to carry out their primary responsibilities, which are to students in training.

We have become aware that all students and staff should have a thorough orientation to each component of the experimental programs at Draper so that they may become conversant with the project and its purposes. We have apparently erred in assuming that a brief orientation permits students and new staff members to become thoroughly aware of and committed to philosophy and purposes of these experimental programs. We have decided that an orientation "packet" can be designed and have begun to program part of it. The method of presentation for other parts of the package is yet to be determined.

The newly employed public information specialist has also been assigned the task of changing the approach to in-service training. Staff members are looking forward to planning for further growth and development through a "management by objectives" program.

Members of the staff continue to hold workshops, present papers at professional meetings, and give consultation to other correctional programs (e.g., Cook County Jail, the MACTAD Project in Mobile). A highlight of the 60th Annual Convention of the American Vocational Association in Denver, Colorado (where both our Project and Program Directors presented papers) was the organization of the Manpower Training Association and the election of our Program Director, Donna Seay, to serve as its first president.

A better method of printing and distributing the project's programmed instructional materials is being sought. If arrangements can be made, programs will be printed by the project staff, and the availability of these materials will be more widely advertised than heretofore.

A new service has been added to our job development and placement program. The Tuskegee Labor Mobility Project is now financially assisting our graduates to relocate in cities where they are to be employed when released from prison. This new program meets a great need of releasees who may leave Draper with only $10 to last until they get their first paycheck. To date, 27 graduates have been serviced by the Labor Mobility Project.

The project's Community Sponsorship Program is well under way in Birmingham. This program enlists civic organizations to locate volunteer sponsors for men who have been graduated and released from the MDT project. Civic groups in other cities have expressed an interest in establishing the sponsorship program in their own communities.

We have just launched a study of the 23 percent of our graduates who have recidivated. Four detailed questionnaires are being used in the study--one for the recidivist, another for his employer, a third for his parole officer, and a final one for his family. Thorough analysis of recidivist data should isolate the unchanged behaviors which contributed to failure. Our ultimate findings will aid in determining the materials and techniques which are needed for socialization of the young offender. Furthermore, these findings may have a significant impact on the program design for our proposed halfway house. The results of this study will be an important part of our dissemination and utilization phase.

Finally, seven case studies taken from the files of our follow-up counselors have been included in this report to reflect the progress of graduates who appear to have made a successful adjustment. These cases should reflect some of the positive behavior changes (vocational-academic and personal-social) which have been important in keeping these men employed and free from crime.

# Appendix A

# Presentations and Public Relations

11-10-66

## Chicago Workshop

## "The Use of P. I. in a Correctional Education Setting"

I. History and Background of Draper's E&D Projects - McKee

II. Overview - McKee (NIMH)

III. MDTA - (slides) - Seay

IV. Programming Unit - Seay

Administer Harless' Three Types of Programming Lesson

V. Role of the Teacher for Effective Use of P. I. - Seay

VI. How to evaluate and select programs (McKee and Seay)

  A. Resources

  B. Evaluation

VII. How to get a good start - McKee

  A. What you already have

    1. Physical facilities

    2. Teachers

  B. How to get money

  C. Physical Conditions

COMMISSIONER FRANK LEE GREETS HAWAIIAN VISITOR
Dr. John M. McKee, Jack Nagoshi, Lee and Warden John Watkins

# Treatment Community Goal Of Prison Rehabilitation, Draper Warden Says

**By WAYNE GREENHAW**

The ultimate goal in prison rehabilitation is "a treatment community," Draper Correctional Center Warden John C. Watkins told a group of 53 prison workers last night.

Watkins was the guest speaker at the banquet honoring 22 Hawaiian visitors at the Midtown Holiday Inn. The visitors, rehabilitation officials in Hawaii, were in Montgomery for the past week to study educational work at the Draper Vocational Education Experimental Project.

The project, located at Elmore, has been the center of revolution a r y rehabilitation work for several years. The Hawaiians hope to start a similar program, modeled after the Draper Project.

Watkins gave the group a general background, beginning in the 1920's, of sociological work in outlining prison subcultures.

The warden, who had an article published in the FBI Journal last year on subcultures in prisons, gave evidence of his work in the field at Draper. He also spoke of his scholastic internship in criminology at El Reno, Okla.

Watkins called the criminal culture the convict "design for living." He said the myths that develop within "help support and perpetuate the system."

He divided convicts into three personality groups: the psychopath, the adapter and the solid convict.

Then Watkins went into the tratment of the types in a "team operation" to train the prisoner to "middle class standards."

He said the ultimate would be "a treatment community where they would receive beliefs of serious college students." That is, he said, the prison inmates would talk about doing good when they graduate (leave the prison), and they would work positively toward this goal.

A short question session followed the speech.

On hand at the dinner were Alabama Prison Commissioner A. Frank Lee, Project Director Dr. John M. McKee, Asst. Director Donna Seay and the project staff.

Alabama Journal 11/22/66

11/16/66

The Montgomery Advertiser

# Hawaiians Visit Here

Twenty - two Hawaiian visitors, representatives of departments of correction, parole and education, are attending a five-day training conference in Montgomery this week.

The visitors, who will study the experimental-demonstration project at Draper Correctional Center in Elmore, met Frank Lee, commissioner of Alabama prisons, at Kilby prison Tuesday.

The group will attend lectures and tour Alabama correctional institutions during their stay here.

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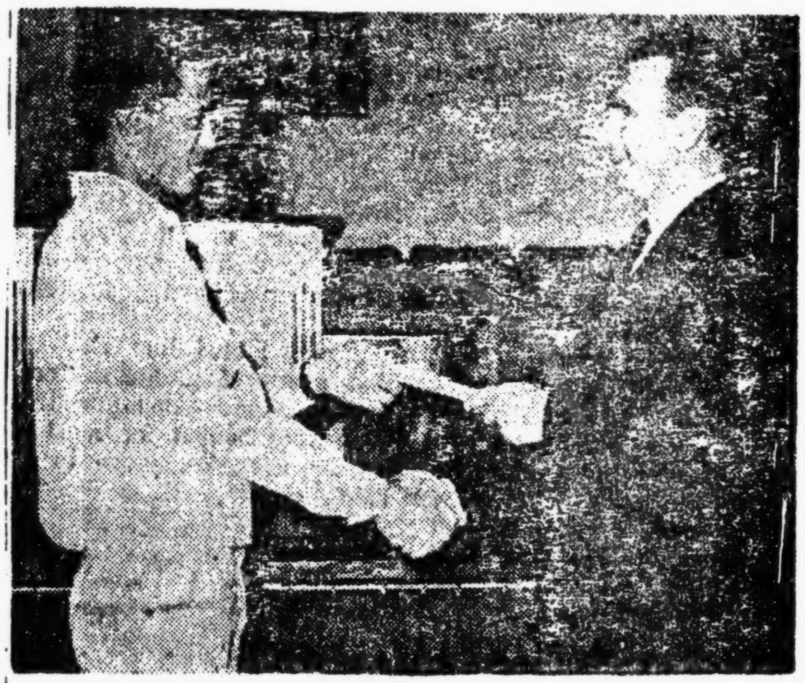

**DRAPER PROJECT GRADUATION**
Dr. John McKee Awards Diploma To Student

11-23-66

# 58 Graduate At Draper Vocational Class Today

By WAYNE GREENHAW

ELMORE — Fifty-eight students graduated from Draper Vocational Experimental-Demonstration Project today at 3 p.m. in the Draper Chapel at Draper Correctional Center.

One member from each Draper class spoke to the gathered group, telling them briefly, "What This Program Has Meant To Me."

The students are graduating in radio - television repair, welding, technical writing, bricklaying, barbering, electric appliance repair and auto service station mechanic - attendant. All students also received remedial education and training in personal - social development.

Rev. E. McKinley Weaver, minister of Covenant Presbyterian Church, was the guest speaker to the four graduating classes of the project.

Commissioner of Prisons, A Frank Lee, introduced Rev Weaver to the group.

The Draper program, directed by Dr. John M. McKee of Montgomery, is operated by the Rehabilitation Research Foundation under the Manpower Development and Training Act.

Following the graduation program, the project staff honored the graduates with a reception.

**DRAPER PROJECT**—These inmates at Draper Correctional Center are working in a vocational training class at J. F. Ingram Trade School located inside prison walls and perhaps the most unique trade school in the state. Inmates not only learn manual skills, but are also given instructions in basic education to prepare them for return to society and make prison classes less difficult. (Staff Photo).

## *Rehabilitation*

# Draper Program Getting Results

Editor's Note: This is the third in a series of six stories dealing with the growing controversy of capital punishment. Staff Writer Pete Kelley spent last week touring the state prisons talking with officials, inmates, parole officers and all concerned with prisoners. This story deals with rehabilitation projects being conducted in Alabama and considered among the most significant in the nation. Previous installments have dealt with the pros and cons of capital punishment, and future stories will show how an inmate has been rehabilitated and the problems he faces after parole.

By PETE KELLEY
Staff Writer

ELMORE, Ala. — The name itself suggests the difference between Draper Correctional Center and ordinary prisons.

Heretofore it has generally been conceded that if any rehabilitation was effected in Alabama prisons, it was in spite of the prison and most certainly not because of it.

That was before the Draper Experiment .was instituted in 1961 in an ambitious attempt to eliminate the recidivist, the former immate who returns to prison for a second offense. Five years later, much experimental work is still being done in this the model of Alabama's prisons, but concrete and gratifying results have already been achieved from the initial bold venture, and the current purposeful projects are outgrowths from the original effort.

Before the program began, per cent of the inmates paroled were returning. Prison officials, already faced with the staggering problems of overcrowding and lack of operating capital, were frantically trying to find ways to reduce the return rate. The key was found in a new method of education called programmed instruction and the inmates themselves "kicked open the door."

### Volunteers

Twenty-five inmates volunteered for the new project. They were a pathetic group to begin with, failures even in crime, high school dropouts with initially low motivation and almost devoid of hope. Before long the group was making rapid advancement in numerous difficult subjects, algebra, English, physics and even foreign languages. Many learned the meaning of success for the first time.

Good news travels fast, and before long the school was overcrowded and the inmates, who were already managing and supervising the school, renovated a larger area and expanded their school to include vocational courses, something which would help them to get out and be able to make an honest living once they did.

The return rate dropped to 21 per cent for those who had attended the school.

With such remarkable results, Federal agencies like the National Institute of Mental Health, Departments of Labor and of Health, Education and Welfare came through with grants to finance the endeavor.

Draper is now a model and a marvel for all to behold.

At this moment, more than 160 inmates at Draper are preparing for a prison break. They are armed with wrenches, scissors, screwdrivers and blowtorches. The unusual thing about this break is that it is being masterminded on the inside by John C. Watkins, the prison's tough-talking but progressive warden, and Dr. John M. McKee, a psychologist who heads a highly-trained staff of instructors and counselors.

### Armed With Tools

While the inmates are arming themselves with tools used in conventional breaks, they are also equipped with such unusual weapons as basic education, social amenities, college professor vocabularies plus new attitudes about themselves and the outside world.

No alarms will sound when they leave, no bloodhounds will trail them out of the gates. Prison officials will smile as the gate swings open for they know the break will be a clean one for 95 per cent of those previously enrolled in the Draper Project. The "convict culture" will not have made them even more hardened criminals.

When they leave now they are armed with vocational skills such as radio-TV repair, welding, auto mechanics, barbering, sign painting, small appliance repair and even technical wiring. The emphasis on their stay in prison has been on correction, reform and conversion to a new way of thinking and behaving.

Men who come to prison as uneducated, untrained, resentful misfits are leaving with high school diplomas and skills with which they can repay their debt to society as useful, tax-paying citizens. Jobs are awaiting them and follow-up counselors will keep tab on their transition.

The work at Draper is now recognized as some of the most thorough and significant rehabilitation work being done in this country. While some can barely read and write when they arrive, the metamorphosis at Draper changes all that. During the past two years 100 inmates took a GED test for a high school diploma. Only two failed. Many former inmates are on dean's

one ex-con is now doing g duate work in criminolo Classes in creative writing, a great books are now among 400 different courses offer Many of them have been grammed and written by mates.

There is a motto on the w at Draper which reads, "T ight through life is sustain by the power of one's mind There is little difference in tumbling block and a steppi tone. The inmates at Drap re being shown that differen uring their stay behind bar

**Next: The metamorphosis inmate X.**

AMA JOUR Thursday, December 8, 1966

# Draper Gets OK'd For U.S. Funds

The Draper Vocational Experimental Educational Project at the Draper Correctional Center in Speigner has again been approved for the federal financing, Sen. John Sparkman's office announced today in Washington.

The total cost of the project, sponsored jointly by the Department of Labor and Health, Education and Welfare, will be $259,236, with $233,312 furnished from federal funds.

Two courses, technical writing and radio-televsion repair, have been dropped from the Draper curriculum, while entry-level sign painting has been added. A large course, taking 60 students, will be developed in basic education.

The renewal money will provide one year of training and 14 months of experimental work.

Directed by Dr. John M. McKee of Montgomery, the project will give vocational training to 150 young inmates from the correctional institution. Vocational training is given in electrial appliance repair, service station mechanic-attendant, barbering, bricklaying, welding and sign painting.

The project has been in operation over two years. Training consists of a graduated program of learning. Every course is completed in a period of six months, half that of state technical training school courses.

Also at Draper the Materials Development Unit creates original self-instructional courses which help in the fast-learning process.

The Draper Project provides employment for approximately 40 teachers, clerical workers and correctional officers from Autauga, Elmore and Montgomery counties.

Inmate-students of the project are found jobs when they are released from prison, and a periodic check of employment situations is given by project counselors.

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tional re [illegible] would commence that would shape the destiny of this world by creating stability on which peace with security is ultimately based. This must be our hope. This must be our aim."

## Mrs. Seay head of training unit

ELMORE, Dec. 14 — Mrs. Donna Seay, program director for the Draper MDT project at Elmore, Alabama was elected the first president of the newly formed Manpower Training Association during the 60th annual convention of the American Vocational Association in Denver.

This group was created to represent the large number of persons employed in the Manpower Training programs in schools throughout the nation. It becomes the newest organization to affiliate with the American Vocational Association.

# Appendix B

## Academic Games

# PRELIMINARY DESIGN OF AN EXPERIMENT IN THE USE OF ACADEMIC GAMES IN THE REHABILITATION OF OFFENDERS

Draper Correctional Center
Elmore, Alabama

Nova Academic Games Project
Fort Lauderdale, Florida

The staffs of the Rehabilitation Research Foundation, Draper Correctional Center, and the Nova Academic Games Project feel that academic games can be effectively used in Draper's highly successful educational training programs for inmates.

In particular, it is felt that academic games can make a significant contribution to the Draper program by providing

1) additional motivational techniques;
2) opportunities for intellectual group interaction;
3) alternate methods of presenting existing subject matter;

and 4) supplementary materials in subject-matter areas needed for the complete development of an inmate of a correctional institution.

The program will begin with approximately 100 student-inmates, who are starting six-month courses of instruction in December, 1966. All prospective students for the educational and vocational training program at Draper are pre- and posttested in all subject-matter areas to determine average academic grade level gain. Students in current classes will be divided into five separate groups for purposes of this experiment.

Group 1: Approximately 25 students involved in Basic Education courses, four hours each morning, five days a week, using programmed instructional materials. These students will use academic games one or two hours a week.

Group 2: Approximately 25 students involved in Basic Education courses, four hours each afternoon, five days a week, using programmed instructional materials. These students will not use academic games.

Group 3: Approximately 50 students involved in three different areas of vocational training: Bricklayers, Auto Mechanics, and Welders. Each student spends 12 hours a week in either Basic Education or Supplementary courses. Two hours a week of this time will be devoted to academic games.

Group 4: Approximately 35 students involved in three areas of vocational training: Electric Appliance Repair, Sign Writers, and Barbers. Each student meets 10 hours a week in either Basic Education or Supplementary courses. Academic games will not be used.

(Groups one through four are in training in a Manpower Development and Training Project financed by U. S. Department of Health, Education, and Welfare.)

Group 5: Approximately 25 students are in an educational project under a grant from National Institute of Mental Health. Their classes, in which programmed instruction is used, are in session seven hours a day for five days a week. Academic games will be used one or two hours a week.

A sixth group, composed of prospective students who were pretested, but not accepted into the training programs, will be posttested in all subject areas and these data will be used as control group data.

Four games will be used:

1) EQUATIONS, The Game of Creative Mathematics (provides practice in elementary arithmetic operations--addition, subtraction, multiplication, division, exponentiation and radicals--in a variety of numeral bases--decimal, octal, binary, etc.)
2) ON SETS, The Game of Set Theory (Players learn to deal with the basic combinations of classes, including union, inter, section, difference, equivalence, subset and complement.)
3) THE GAME OF DEMOCRACY, (A set of eight games each teaching some aspect of the democratic process. By playing the game, each throwing light upon a different democratic process, players learn the complexity of decision-making in a democracy.)
4) THE PROPAGANDA GAME, (A game involving the techniques employed to mold public opinion, i.e. faulty analogy, attacking a straw man, prejudice, quotation out of context, status, folksy appeal, etc.)

Each of the games has been designed to teach a specific subject matter. The participant enjoys playing the game and learns at the same time.

The games are so structured that in order to win a player must know the subject matter and must also be able to effectively communicate this knowledge to other players. Lively discussions involving learning are frequent during and after the games. The EQUATIONS game was used with 84 basic mathematics students at the Nova School for four months. Posttests showed that their average increase in arithmetic reasoning was 1.3 years, or seven months more than their control group.

The program will go through three phases:

PHASE I. (December - January)

1) Introduce all students to EQUATIONS and DEMOCRACY.
2) Use EQUATIONS once a week as part of each student's math program.
3) Use DEMOCRACY to supplement students' programmed learning about American Government

PHASE II. (February - March)

1) Introduce all students to PROPAGANDA.
2) Use PROPAGANDA once a week to supplement students' social studies program.
3) Continue to use EQUATIONS and DEMOCRACY in instructional programs.

PHASE III. (April - May)

1) Conduct DEMOCRACY tournament.
2) Continue to use EQUATIONS and PROPAGANDA in instructional programs.
3) Conduct EQUATIONS tournament with top players from each class.

# Appendix C

## In-service Training

## IN-SERVICE TRAINING

### Review of the film, "The Eye of the Beholder"

As a means of preparing staff members for the reorganizational changes which would result in implementing the Management by Objectives program, the Public Information Coordinator arranged a showing of a 16mm black and white sound film, "The Eye of the Beholder." In introducing the film to various groups of staff members, the Public Information Coordinator told them it was a film about twelve hours in the life of an artist named Michael Gerard. He noted that staff members would hear and see how Michael Gerard impresses the people with whom he comes in contact during these twelve hours.

"In the first half of the film, you do not meet Michael directly, but see and hear about him only through five others--a waiter, his mother, a cab driver, his landlord, and a cleaning woman. You will find that these different beholders do not agree with each other in what they see and hear. It is a bit like a situation in which you are considering hiring a new staff member. There is a candidate whom you have not yet met, but several others on your staff know him and tell you what they think of him. In all probability they too will not see the same things in this candidate."

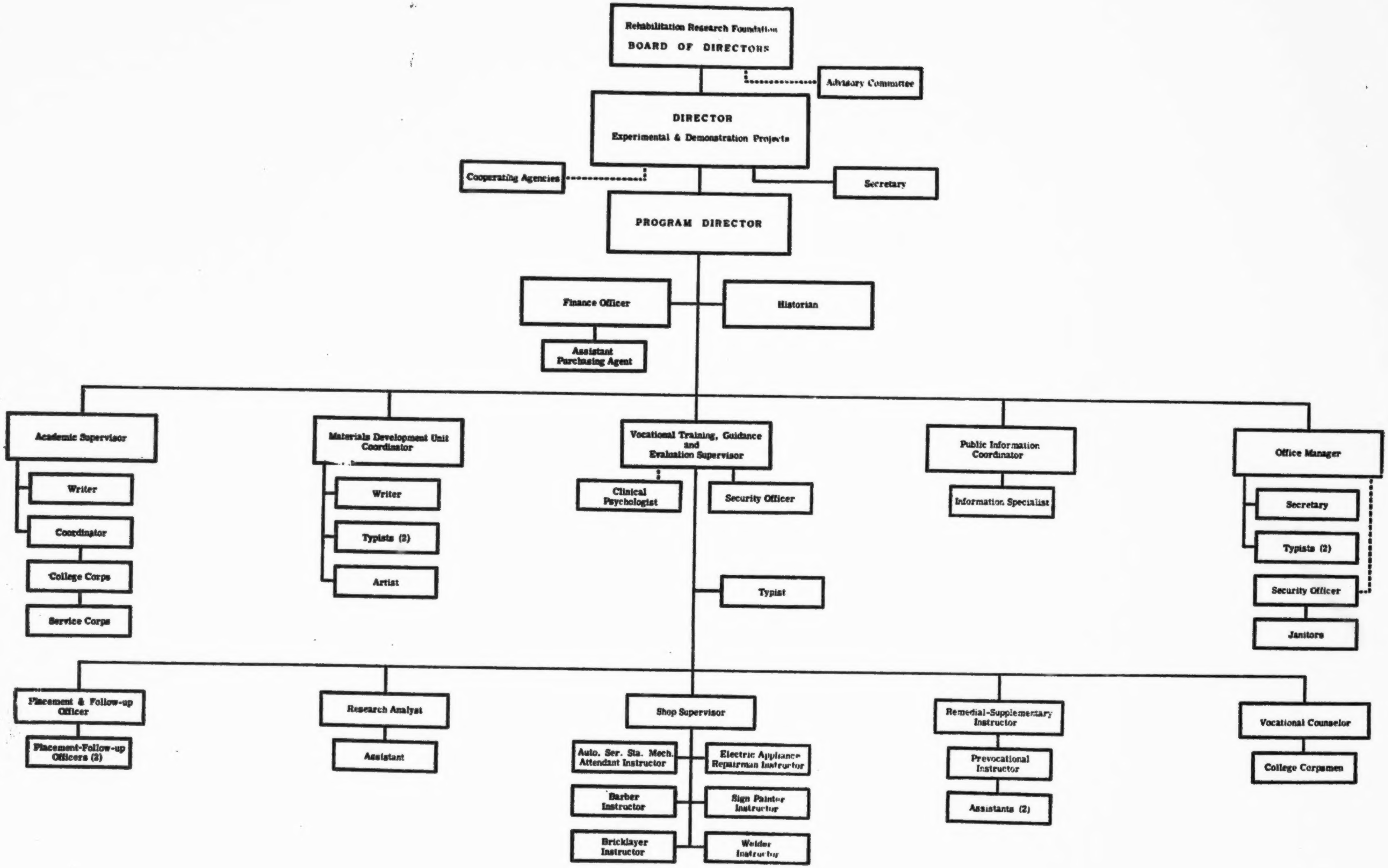
The Public Information Coordinator stopped the film at the mid-point leaving Michael standing beside a model who is prone on a sofa. A cleaning woman is running out of Michael's studio, screaming "Police!" A discussion of such questions as, What is Michael Gerard really like, and why do the different observers see him the way they do?, ensued.

The second half of the film is an interview with Michael himself, revealing his point of view; like the others, he is partly right and partly wrong. While he knows his ideals better than any of those with whom he comes in contact, he is apparently unaware of his impact on others. By the end of the film, Michael is known a good deal better although there is still much of him which viewers do not know. He does, however, emerge as a reasonably integrated human being.

Such questions as, How does this film apply to our situation? What kinds of communication took place between Michael and the others? What were the barriers to communications? Why did Michael appear as he did to the waiter? To the cabbie? How would you go about persuading the landlord that he was mistaken in his judgment of Michael? How can we avoid making similar mistakes in judgment of people? and How can we improve our practices in appraisals?, were discussed. Staff members were made aware of the effect of snap judgments, projection, prejudice, predisposition, preoccupation, and a lack of appreciation for other people's dreams and ideas upon the area of human relations.

We were fortunate to be able to borrow the film from the Maxwell Air Force Base Film Library. For the benefit of those who might wish to employ this in-service training film, it is produced and distributed by Stuart Reynolds Productions, 9464 Wilshire Boulevard, Beverly Hills, California. Rental is $25 per week.

# ORGANIZATIONAL CHART


Rehabilitation Research Foundation
BOARD OF DIRECTORS
Advisory Committee
DIRECTOR
Experimental & Demonstration Projects
Cooperating Agencies
Secretary
PROGRAM DIRECTOR
Finance Officer
Historian
Assistant Purchasing Agent
Academic Supervisor
Writer
Coordinator
College Corps
Service Corps
Materials Development Unit Coordinator
Writer
Typists (2)
Artist
Vocational Training, Guidance and Evaluation Supervisor
Clinical Psychologist
Security Officer
Typist
Public Information Coordinator
Information Specialist
Office Manager
Secretary
Typists (2)
Security Officer
Janitors
Placement & Follow-up Officer
Placement-Follow-up Officers (3)
Research Analyst
Assistant
Shop Supervisor
Auto. Ser. Sta. Mech. Attendant Instructor
Electric Appliance Repairman Instructor
Barber Instructor
Sign Painter Instructor
Bricklayer Instructor
Welder Instructor
Remedial-Supplementary Instructor
Prevocational Instructor
Assistants (2)
Vocational Counselor
College Corpsmen

FEBRUARY 14, 1967

# Appendix D

## Socioeconomic Data on Current Trainees

## Socioeconomic Information on Current Trainees

### Recidivist

Yes - 24
No - 55

### Crime

Armed Robbery - 3
Arson - 1
Assault - 1
Assault & G. L. - 1
Asst. w/int. Robbery - 3
Asst. to Rob. & Grand Larceny - 2
Burglary - 26
Burglary, Forgery & Escape - 1
Burglary & G. L. - 8
Car Theft - 1
Forgery - 11
Forgery, Burglary & G. L - 3
Forgery & Burglary - 1
Grand Larceny - 12
Robbery - 5

### Past Work Experience

None - 13
Air Condition - 1
Bag Boy - 1
Body Repair - 1
Bookkeeper - 1
Bricklaying - 1
Carpenter - 1
Clerk - 2
Construction - 3
Cook - 2
Farmer - 2
Housekeeper - 1
Laborer - 9
Machinist - 1
Maintenance - 1
Mechanic - 7
Molder - 1
Mover - 1
Orderly - 1
Painter - 1
Plumber - 2
Rancher - 1
Roofer - 4
Ser. Sta. Attend. - 9
Tree Surgery - 1
Truckdriver - 5
Waiter - 1
Welder - 3

### Marital Status

Married - 17
Divorced - 10
Separated - 1
Not married - 51

### Welfare Recipient

Yes - 20
No - 59

### Age Range

16 - 21-------44
22 - 30-------34
31 - 33------- 1

### I. Q. Range (Otis)

| I. Q. Range | (Otis) |
|---|---|
| Below 90 | 48 |
| 90 - 110 | 27 |
| 110 - up | 4 |

### Race

N - 63
N/W - 16

### Educational Level

1 - 4 years - 5
5 - 6 years - 25
7 - 8 years - 18
9 -11 years - 12
12 years - 0
Over 12 - 0

## Appendix E

## An Evaluation of the Effects of an Intensive Reading Program on a Group of Adults at Lower Achievement Levels

(Clements, McKee)

and

## Resource Sheet for Reading Programs Used in Experimental Programs conducted by the Rehabilitation Research Foundation

Draper Correctional Center
Elmore, Alabama

# AN EVALUATION OF THE EFFECTS OF AN INTENSIVE READING PROGRAM ON A GROUP OF ADULTS AT LOWER ACADEMIC GRADE ACHIEVEMENT LEVELS

Carl B. Clements
John M. McKee, Ph.D.
Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama 36025

## INTRODUCTION

During the past few years the area of reading and related skills has been receiving increasing amounts of attention, especially with regards to adult literacy education. For decades reading has been the mainstay of the elementary school curriculum, only to be discarded at the junior high level. More recently, however, evidence seems to show for older youth and young adults that reading ability is a necessary if not sufficient condition for development in other areas of basic education. While most subject-matter areas are isolated and rather factual in content, reading skills seem to generalize and give aid to the student wherever verbal negotiations are called for.

## PURPOSE

The purpose of the following study is to determine the effects of a reading program on overall grade-level gains and individual subtest gains of students in the Vocational E&D Project (Draper Correctional Center, Elmore, Alabama). It should be understood that an experimental design has been imposed on existing data, i.e., treatment variables were administered without the benefit of a predetermined design. However, the treatment conditions and nature of the data involved ensure the reliability of this type of retrospective study.

## METHOD

Subjects - All Ss were students in the Vocational E&D Project and all were enrolled in six-month training courses. Each S had a total score of 8.5 grades or below on the Metropolitan Achievement Test (M.A.T.).

Procedure - The two treatment groups can be described as follows:

| | |
|---|---|
| GROUP A: | 26 subjects in the fourth training class of MDTA. These Ss received 40 hours (4 hours/week for 10 weeks) of training in a reading program using materials and equipment (a PerceptoScope) from Perceptual Development Laboratories (P.D.L.).<br>Ss also received an average of 160 hours of remedial instruction using programmed materials. |
| GROUP B: | 33 subjects in the second training class of MDTA. These Ss had no special instruction in the area of reading. They received an average of 160 hours of remedial instruction using programmed materials. |

Each S was given the M.A.T. at the beginning and end of the course. All treatment variables were administered between the dates of the pre- and posttest.

Comparisons were made between the grade gains of the two groups in areas tested by the M.A.T. These areas include:

Total Score, Reading, Word Knowledge, Spelling, Language, and Arithmetic Computation and Arithmetic Reasoning.

In cases where interpretation of group differences could not be done by inspection, Student's t-test was used to determine significant differences between means.

Other relevant group characteristics are described.

## RESULTS

Group A made significantly greater gains than Group B in total grade average, reading, and language. Grade gains in the areas of spelling, word knowledge, math computation, and math reasoning did not differ significantly.

Table 1 shows the direction and magnitude of the group differences.

TABLE 1

Mean Grade Gains of Groups A and B on Subtest
of the
Metropolitan Achievement Test

| Subtest | Group A ($\bar{X}$) | Group B ($\bar{X}$) | t-test |
|---|---|---|---|
| Reading | 2.39 | .27 | Significant by inspection beyond .01 level |
| Language | 1.27 | .78 | Significant by inspection beyond .01 level |
| Word Knowledge | .63 | .67 | Not significant |
| Spelling | .94 | .91 | Not significant |
| Math Com. | 1.46 | 1.63 | Not significant |
| Math Reas. | 1.19 | 1.31 | Not significant |
| Total Grade | 1.37 | 1.05 | t=1.797 - significant at .05 level |

A further breakdown of the Group A data was made in order to compare the math computation and math reasoning gains of those who took the advanced form of the M.A.T. posttest and those who took the intermediate form (Table 2).

Seven Ss took the advanced form, averaging 2.30 and 1.66 grade gains on the Computation and Reasoning section, respectively. The remaining 19 Ss of Group A averaged 1.15 and 1.02 grade level gains on Computation and Reasoning.

Table 2

Math Computation and Math Reasoning Gains of Ss in Group A Who Took the Intermediate Battery of the M.A.T. Posttest and Those Who Took the Advanced Battery

| Subtest | Gains on Intermediate Test (N=19) | Gains on Advanced Test (N=7) |
|---|---|---|
| Math Computation | $\bar{X} = 1.15$ | $\bar{X} = 2.30$ |
| Math Reasoning | $\bar{X} = 1.02$ | $\bar{X} = 1.66$ |

No test of significance was applied to these means. The data is shown only to indicate possible transfer effects of reading to math areas.

## DISCUSSION

The average grade gain made in reading by Group A was approximately nine times greater than the gains made by B. This difference establishes that the reading program did, in fact, greatly enhance the reading abilities of Group A. The M.A.T. reading subtest primarily evaluates comprehension with some consideration of speed; these are the skills most emphasized in P.D.L.'s reading program. These results simply confirm the program's validity.

Not so easily established, however, is the transfer of learning properties of these newly acquired reading skills. That the total grade gains for the two groups differed significantly is a fact that must be cautiously interpreted. Since the total score on the M.A.T. is an average of all subtest scores, the reading gains of Group A are alone sufficient to account for the difference in the total gains of the two groups. The comparison of the other subtest scores sheds more light on the transfer qualities of reading.

Language gains were found to differ significantly, with Group A showing the greater increase. This difference can probably be attributed to the fact that the P.D.L. reading program gave some training in sentence and paragraph structure, and parts of speech. Also, this subtest is more highly verbal than the spelling or math subtests, for example.

The lack of significant differences between A and B on the word knowledge and spelling tests is understandable, since these areas were not covered in the reading program. Too, these subtests are factual in content and give little opportunity for reading skills to become manifest. There are reading programs available which do provide training in these subjects, particularly in the area of word knowledge or vocabulary.

No significant differences were found between the two groups in the math computation and math reasoning grade gains. One factor that probably contributes to this lack of difference can be discovered by examining the nature of these subtests. At the intermediate level grades (7-9) these tests rely very little on verbal abilities. However, it was found that the seven Ss in Group A who took the advanced level of the M.A.T. showed grade gains in math computation and math reasoning that were highly superior to those of the remaining 19 Ss. These differences can perhaps be attributed in part to the actual design of the advanced math subtests. Inspection shows that they are more verbal than the intermediate tests. Thus, it would seem that the value of reading abilities increases as the math subtests become more wordy.

## CONCLUSION

The reading program of Perceptual Development Laboratories has been shown to be highly effective in the teaching of reading skills, particularly reading comprehension. This program also significantly enhances language skills.

The data also seem to indicate that reading abilities may have a generalizing effect to such areas as math, when tests are of a more verbal nature (word problems, etc.). An interesting speculation is the degree reading skills influence non-reading achievements, especially non-language performance such as math computation skills.

One possible reason that differences in the two groups were not greater is that posttests were administered immediately after the reading program was completed. Thus, the reading skills helped only in the actual taking of tests. Perhaps if the Ss of Group A had been allowed another period of study, the newly acquired reading skills would have generalized across all subject-matter areas.

Need for further exploration is indicated. One possibility would be to administer the intensified reading program to an experimental group before the actual remedial or basic education classes begin. If we propose that reading skills make possible the learning of increasingly complex subject matter, then the experimental group should surpass the control group in all subject-matter areas.

## RESOURCE SHEET
for
Reading Programs used in Experimental Programs conducted by the Rehabilitation Research Foundation at Draper Correctional Center, Elmore, Alabama

**Phonics**
**PDL Intermediate Reading Program**

Perceptual Development Laboratories
St. Louis, Missouri

Distributed by Link Enterprises, Inc.
P. O. Box 303
Decatur, Alabama

**Turner-Livingston Series**

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

A series of six short books; each contains about 24 short reading selections followed by comprehension tests. Not only do these booklets give the student practice in reading to increase his speed and comprehension, they also expose him to many topics which are important to his personal-social development. For example, one article explains the step-by-step procedure for opening a bank account. Another is entitled "Buyer Beware" and still another "Paying the Bills." While this series does little to actually teach reading skills, it is very good for practice.

**System for Success** Dr. R. Lee Henney Follett Publishing Company

Each of 28 reading lessons contains a list of from 16 to 26 new vocabulary words; a factual, adult-level reading selection printed in the two-column format of a magazine article; a main idea comprehension check at the bottom of the page on which the article appears; four carefully structured comprehension questions relating to the content of the article; a vocabulary study exercise; and a written spelling exercise.

The Craig Reader

Craig Corporation
3410 LaCienega Blvd.
Los Angeles, California 90016

Distributed by School Equipment Distributors
319 Monroe Street
Montgomery, Alabama

Portable, fully automatic, individual reading improvement program. The variable electronic speed adjustment of the Craig Reader permits a reading speed of from 100 words to over 2,000 words per minute. Rigid, protected, slide units, each containing twelve 35mm frames, are used with the Craig Reader to develop reading skills. Story slides which provide practice are coordinated with student workbooks and comprehensive test booklets.

EDL Controlled Reader
(Filmstrips & workbooks)

Educational Developmental Laboratories; Huntington, New York

During training, a moving slot travels across the screen from left to right, covering and uncovering reading material as it goes. Whether the teacher is stopping and starting the slot for picture games, vocabulary, or oral reading, or using the automatic speeds of from 60 to 1,000 words per minute for silent reading, students' attention is forced to the screen because there is no chance to look back. Can also be used by individuals and teams of two or three. Picture filmstrips for the readiness level, picture-word sentence filmstrips for the pre-primer level, and stories for grade 1 - college and adult level help build fluent silent reading skills. Comprehension Power filmstrips (grades 3-6), divided into paragraphs and sentences, provide special stress on the comprehension skills of recall, association, interpretation, and evaluation.

Reading in High Gear

&

SRA Reading Labs.

Introduction to SRA Reading Labs
About 3rd grade level

Science Research Associates, Inc.
259 E. Erie Street
Chicago, Illinois 60611

Series of stories, color coded to reading level; students read and time themselves; almost completely self-managed. Comprehension tests are self-graded. For varying levels; grade 3 through high school. This program has been used with a great deal of success in the Draper N.I.M.H. Self-instructional School.

## Literacy Education

With inmates who were totally illiterate, we have used materials published by the Laubach Literacy Fund, Inc., 2000 P Street, N. W., Washington, D. C.; Steck-Vaughn Company, P. O. Box 2028, Austin, Texas, 78767; and System for Success published by Follett Publishing Company.

# Appendix F

# Materials Development Unit

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Montgomery 4, Alabama

November 9, 1966

Dr. John McKee, Director
Rehabilitation Research Foundation
Draper Correctional Center
Elmore, Alabama

Dear Dr. McKee:

The Rehabilitation Research Foundation at Draper Correctional Center, Dr. John McKee, Director and Mrs. Donna Seay, Assistant Director, has for some time been developing excellent programmed instructional material.

A committee from Trade and Industrial Education is needed to help determine the areas in which programmed material can be most effectively used.

We would like very much for you to serve on this committee. The first meeting will be held in Mr. J. F. Ingram's office Tuesday, December 13, at 10:00 AM.

I hope you will be able to meet with us.

Yours very truly,
s/ Hubert F. Worthy

Hubert F. Worthy
State Supervisor

HFW:je

## Field Tests

Lessons were field tested at Walker County Trade School, Sumiton, Alabama, and MacArthur Vocational Technical School, Opp, Alabama, in November and early December. Field test results appear below. The high pretest scores of some students indicate that they were too advanced in their courses to benefit from these lessons. We were aware that this might occur, but we were unable to schedule earlier field tests because of conflicts in the schedules of the project and the trade schools.

| Lesson | No. of Students | Average Scores Pretest | Average Scores Posttest | Net Gain |
|---|---|---|---|---|
| Shop Safety | 32 | 32% | 99% | 67 |
| Using Copy Editor's Symbols | 23* | 58.5% | 95% | 36.5 |
| Identification of Joints, Welds and Grooves | 18** | 63.5% | 87.5% | 24 |

*Eight students had average pretest scores of 75

**Nine students had average pretest scores of 77

# MATERIALS OTHER THAN PROGRAMMED LESSONS

## First Year:

"Programmed Instruction for Youthful Offenders," Alabama Mental Health, April 1, 1965.

"The Draper Experiment: A Dramatic Use of Programmed Instruction in a Prison for Youthful Offenders," Trends in Programmed Instruction, National Education Association, 1964.

"Making Sow's Ear Writers Into Silken Programmers," presented at National Society for Programmed Instruction, May 1965.

"Notes on Applying the Principles of Programmed Instruction to Classroom Teaching," Fourth Progress Report.

"Mathetics, A Programming Technique," Fifth Progress Report.

"From Where I Stand," Fifth Progress Report.

"Mathetics, A Revolution in Education?" Fifth Progress Report.

Instructions for Field Testing

## Second Year:

Field Test Report of Programmed Lessons, April, 1966.

"Programmed Instruction in Vocational Education," ASTD Training and Development Journal, June 1966.

Mathetics Monograph, 1966. Four papers, three of which were presented at the National Conference for Programmed Learning, Leicestershire, England, by a former staff member, and the fourth of which was presented at the National Society for Programmed Instruction, St. Louis, April, 1966.

Resources and Evaluation of Programmed Instruction

Three Approaches to Programming, a program for educators, 1966

Manual for Instructors on Use of Programmed Instruction

Brochure describing programmed lessons

Lectures on programming to be used in dissemination phase of project

Materials for training programmers

Two training films in barbering

Two sets of slides for use by Barbering Instructor

Illustrated Guide to the Haircut

Both Years:

Special charts, transparencies, other training aids for our vocational instructors and for staff members making presentations.

The chief programmer and his staff conducted seminars or other training sessions for our staff and other groups - classes at Troy, Huntingdon, and Maxwell AFB, for example.

Rehabilitation Research Foundation

P.O. Box 1107 Elmore, Alabama

November 9, 1966

Director
Armstrong Adult Education Center
Washington, D. C.

Dear Sir:

This week we have received letters from two of your students requesting information about obtaining copies of our programmed lessons. Since we cannot send literature to individual students, we are taking the liberty of sending you a brochure describing our lessons. We will appreciate your making this information available to your students.

Naturally, we are glad to learn that other schools are using our materials. We will appreciate it very much if you, too, will comment on the lessons and tell us where you obtained them. Let me assure you that we have no objection--the lessons are in the public demain. We are just interested to know what distribution they are receiving.

Sincerely yours,

s/ Donna M. Seay

(Mrs.) Donna M. Seay

MT:jg
encl 1

2 November 1966

Dear Sir;

I am presently enrolled as a student at the "Armstrong Adult Education Center" in Washington, D. C. I am pursuing a course in "Electricity and Home Appliance Repair."

This program is sponsored by "Manpower Development and Training."

I would like to secure the following material which you have supplied to the Armstrong Adult Education Center.

1. "Recognizing Circuit Symbols"
   Books 1 & 2, Electronics Edition
   and Electrical Edition.
2. "Introduction to the VOM"

Any assistance which you can give me in securing these books will be more than appreciated.

Sincerely,

(signature)

Washington, D. C. (20011)

To retain its authenticity, we did not edit this letter.

Nov. 2nd 1966

Dear Sirs:

I write you with the warmest appreciation, after having been exposed to your accelerated course in basic electricity. I am a trainee in the electrical appliance course at the Armstrong Adult Education Center, (Wash. D.C.) under the supervision of the Manpower Training and Development Program. Our very skilled and capable instructor found most smooth and systematically to apply;as we,as a group absorbed it easy without the mental pressure of intense concentration that has a tendency to tire the mind. I am delighted to say that we learned the electrical symbol course in one day! Therefore, as I personally, intend to follow up the appliance by studying electronics (even while working the appliance field as a technician.) Because of this, I sincerely believe that your courses from basic electricity, right through to basic electronics, and up, would be the ideal course for self-study in the evenings after working hours. Therefore my reason for writing you is found out if these courses are available to the indivisual student who may desire them. For, to me, these books represent just more than just books of knowledge. They represent books of opportunity. A future the kind of future many has longed for, but never able to attain because of one's limited income which prevents one from attending the good schools of technology. If the courses are available, please send c.o.d. or the price listings, if any. If by chance, there's none to be had in this manner, kindly forward to me such necessary to acquire them. My referral are to those listed; "Reconizing Electrical Symbols". (1&2) "Electronics" (1&2) I assume that the above-mentioned are more complete. I hope so.

I do sincerely thank you for your time and patience in connection with this letter. Any and all assistance from is appreciated.

Hoping to hear from you soon

A most Grateful Student.

(signature)

Wash. D. C. 20001

Rehabilitation Research Foundation

P. O. Box 1107   Elmore, Alabama

November 3, 1966

Mr. Lawrence L. Baylor
Supervising Director
Manpower Development and Training Division
Department of Industrial and Adult Education
Public Schools of the District of Columbia
Armstrong Building
1st and O Streets, N. W.
Washington 1, D. C.

Dear Mr. Baylor:

Thank you for your inquiry about our programmed materials. The enclosed brochure contains complete information, including instructions for ordering and a price list.

After you have used the lessons, we would appreciate your comments, particularly with reference to effectiveness and student reaction. If we may be of further service, please call on us.

Sincerely yours,

s/Donna M. Seay

(Mrs.) Donna M. Seay

MDS/sf
Enclosures

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF INDUSTRIAL AND ADULT EDUCATION
MANPOWER DEVELOPMENT AND TRAINING DIVISION
Armstrong Building
1st. and O Streets, N.W.
Washington 1, D. C.

October 28, 1966

Rehabilitation Research Foundation
Elmore, Alabama

Gentlemen:

My staff examined some copies of the programmed instruction individualized lessons developed by you under M.D.T.A. of 1962 (P.L. 89-15).

The lessons appear to be well developed and many of them would be most useful to us. We are especially interested in the following:

VOM
Electronic Symbols
Soldering Connections

Please let us know how we may obtain up to twenty-five (25) copies of complete sets of the lessons mentioned above.

Yours truly,

s/Lawrence L. Baylor

Lawrence L. Baylor
Supervising Director

ai

STATE OF NEW JERSEY

Office of Economic Opportunity

John C. Bullitt, Director

October 28, 1966

Mr. John M. McKee
Executive Director
Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama

Dear Mr. McKee:

This week we received a set of program lessons developed by your project. Although we have not had the opportunity to study them fully, I am very much impressed with the presentation and most appreciative of your assistance.

We will study the programs fully and as you requested, provide you with our comments.

With best wishes,

Sincerely,

s/Frederick A. Schenck

Frederick A. Schenck
Chief, Public Service Manpower Utilization
Program

THE LIBRARY OF
OCT 24 1967
CONTINUING EDUCATION